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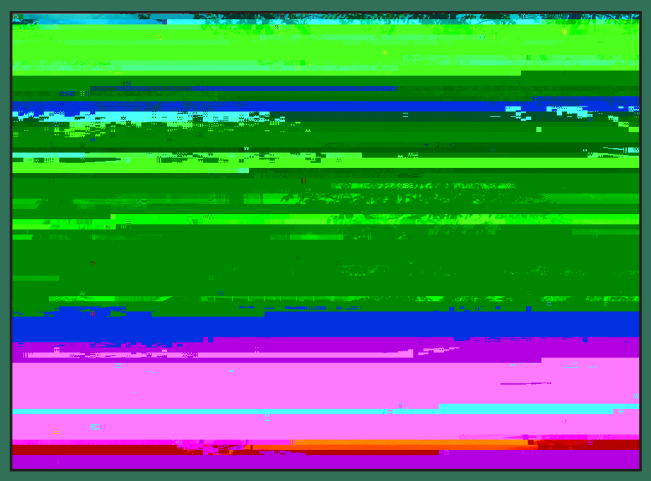
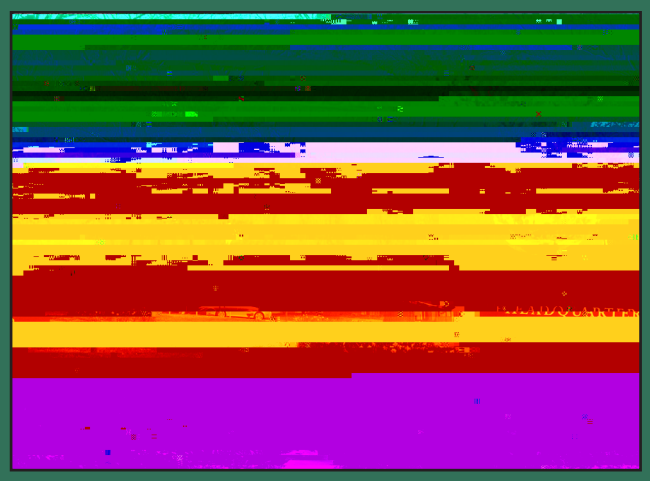
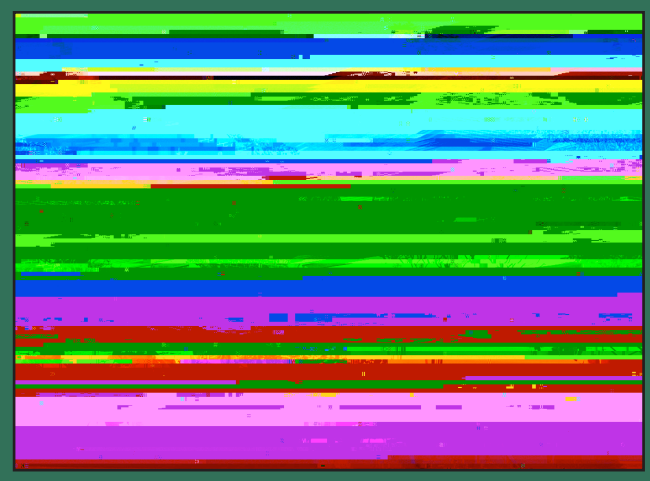

2007 2009

2007–2009 Graduate Studies Catalog

Webster University
470 East Lockwood Avenue
St. Louis, Missouri 63119-3194
U.S.A.

For general information or application materials, please contact:

U.S. Citizens to the St. Louis Campus
: 314-968-7100
: 314-968-7116
: gadmit@webster.edu

M.A.T. program information
: 314-968-7490

U.S. Citizens to Extended U.S. Campuses
Phone or fax the campus of your choice (for phone and fax information, see the Locations, Degrees, and Majors section of this catalog).

International Students to U.S. Campuses
: international access code +314-968-7433
: international access code +314-968-7119
: intlstudy@webster.edu

U.S. Residents to International Campuses
: 314-968-6988 or 1-800-984-6857
: 314-968-7119
: worldview@webster.edu

Non-U.S. Residents to International Campuses
Phone or fax the campus of your choice (for phone and fax information, see the Locations, Degrees, and Majors section of this catalog).

The policies and courses listed in this catalog represent the curriculum for the following degrees:
- Master of Arts
- Master of Arts in Teaching
- Combined Bachelor of Arts or Science/Master of Arts or Science
- Master of Business Administration
- Master of Fine Arts
- Master of Music
- Combined Bachelor of Music/Master of Music
- Master of Science
- Master of Science in Nursing
- Educational Specialist
- Combined Bachelor of Science in Nursing/Master of Science in Nursing
- Doctor of Management

Not all degrees and majors are offered at every Webster University location. A schedule of courses for the academic year is available at all Webster University locations that offer degree programs.

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and Webster University. The provisions of this catalog will ordinarily be applied as stated. However, Webster University reserves the right to change any statement made in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. The student is responsible for knowing graduation requirements for his or her degree program.

Enrollment in Webster University or completion of a degree program does not guarantee employment. Career services are available to students at most U.S. campuses. Webster University makes no claim or guarantee that credit earned will transfer to another institution.

It is the policy of Webster University not to discriminate in its educational programs, activities, or employment policies on the basis of race, sex, sexual orientation, color, creed, age, ethnic or national origin, or nondisqualifying handicap, as required by federal laws and regulations, including Title IX of the 1972 Educational Amendments.

Webster University complies with the Family Educational Rights and Privacy Act of 1974, Public Law 93-380 as Amended.

Section 504 and Title IX Coordinator: Karen Luebbert, Vice President and Executive Assistant to the President, Webster University, 470 East Lockwood Avenue, St. Louis, Missouri 63119-3194, U.S.A., Phone: 314-968-6949.

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Academic Calendar

Note:The actual class attendance dates and the holiday schedule listed may vary as required by academic program and campus location. Some classes do meet on University holidays. Students should check with their local campus for specific calendar information. The calendar is subject to change should circumstances warrant.

2007-2008 Academic Calendar

M.A., M.S., M.H.A., M.B.A., M.P.A.,D.Mgt.

Summer 2007 . . . . . May 28–July 27
Fall 2007
August 13. . . . . First day of Term 1 and semester classes
October 12. . . . . .Last day of Term 1 classes
October 15. . . . . First day of Term 2 classes
December 14 . . . . . Last day of Term 2 and semester classes
Spring 2008
January 14 . . . . . First day of Term 1 and semester classes
March 7 . . . . . .Last day of Term 1 classes
March 10-14 . . . . . Spring Break—no classes
March 17 . . . . . First day of Term 2 classes
May 9. . . . . Last day of Term 2 and semester classes

If you are enrolled in weekend classes or specialized graduate programs (nurse anesthesia), please check with your local campus director on starting dates.

M.S.N., M.F.A., M.M., M.A.T., Ed.S.

Summer 2007 . . . . . June 4–July 27
Fall 2007
August 20. . . . . First day of Term 1 and semester classes
October 12. . . . . .Last day of Term 1 classes
October 15-19 . . . . . Fall Break—no classes
October 22

President's Message

WELCOME TO THE World of Webster. The faculty, staff, and administration of Webster University want your educational experience with us to be intellectually stimulating and professionally rewarding. And, as such, we are committed to making your investment with us a quality experience.

Webster University was founded as a liberal arts college in suburban St. Louis in 1915; the graduate division was established in 1967. Over the past quarter of a century, Webster University has been the leader in all of higher education in serving adult learners, recognizing the motivation and maturity they bring to the classroom.

To make higher education accessible to working adults, we offer evening, weekend, and online programs at more than 106 locations in the United States, Europe, and Asia. In each of these locations, Webster University faculty combine theory and practice; they are skilled practi

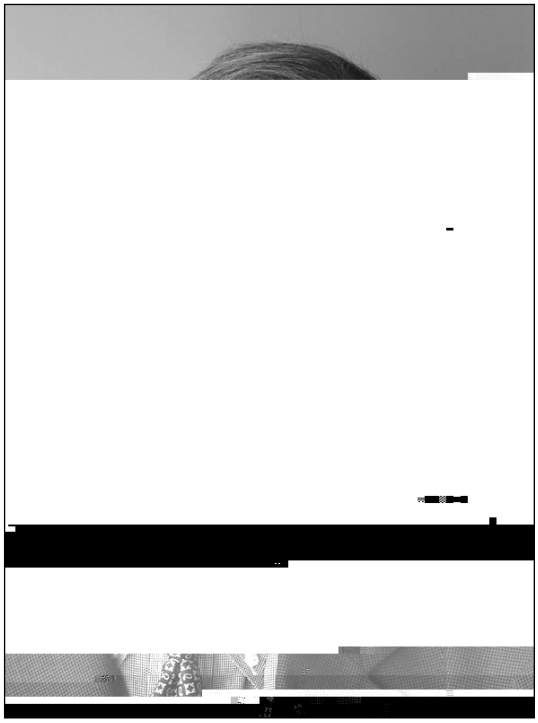
Webster University

Mission and Scope of Webster University

Emerson Library

Graduate Studies

Executive Vice President's Message



You may be reading this message in Charleston, San Diego, St. Louis, Shanghai, Albuquerque, Orlando, London, San Antonio, or at any of the other locations throughout the United States and the world where Webster University offers academic programs including our new online programs. By joining the Webster community, you become part of a dynamic, multicampus university widely recognized for its innovative and relevant graduate programs.

Webster has responded to the educational needs of our contemporary society with imagination, creativity, and innovation. Our graduate programs provide contemporary and challenging educational opportunities for adult learners, and our outreach and extension programs have forged new partnerships between business, industry, government, the military, and academia.

Webster University offers a diverse range of graduate programs, especially in the area of business and management. In addition to their content specializations, our graduate students learn to analyze and integrate information and to make decisions on its implications. Our faculty emphasize effective communication skills and problem-solving techniques. Theory and practice are effectively combined by faculty who are practitioners in what they teach. Information is conveyed by utilizing applied research, case studies, simulation models, and other "real-world" applications.

Webster University's graduate programs can help you prepare today for the challenges and opportunities of tomorrow.

Neil J. George
Executive Vice President and Vice President for Academic Affairs

Locations, Degrees, and Majors

The home campus of Webster University is in Webster Groves, Missouri, a major suburban center of the St. Louis metropolitan area. In addition to the home campus, the University has campuses in downtown St. Louis, in St. Louis County at Westport, and in St. Charles County at WingHaven. In the continental United States, Webster University has campuses in 20 states and in the District of Columbia. Internationally, the University has campuses in China, Austria, United Kingdom, The Netherlands, Switzerland, and Thailand.

Not all degrees and majors are offered at every Webster University location. A schedule of courses for the academic year is available at all Webster University locations that offer degree programs.

**Indicates U.S. campuses that are approved to enroll international graduate students. For further information, please consult the International Student Application procedures section of this catalog.*

WEBSTER UNIVERSITY'S WORLDWIDE CAMPUS NETWORK

Locations, Degrees, and Majors

Continental United States

Arizona

Luke Air Force Base

56 MSS/DPE
7383 North Litchfield Road, Suite 3147
Luke AFB, AZ 85309-1555
623-536-6880 Fax: 623-536-6882
e-mail: luke@webster.edu

Master of Business Administration
Master of Public Administration
Master of Arts

business and organizational security management
human resources management
management and leadership
procurement and acquisitions management

Arkansas

Fayetteville Metropolitan Campus*

3448 North College Avenue
Fayetteville, AR 72703
479-571-1511 Fax: 479-571-3511

Locations, Degrees, and Majors

Marymount/Webster Program

30800 Palos Verdes Drive East
Rancho Palos Verdes, CA 90275-6299
310-377-7742 Fax: 310-265-0642
e-mail: weekendcollege@marymountpv.edu

Master of Business Administration

Master of Arts

- counseling
- international business

Bachelor of Arts (degree completion only)

- management
  - management (without an area of emphasis)
  - human resource management emphasis
  - marketing emphasis
- psychology

San Diego Metropolitan Campus

6333 Greenwich Drive, Suite 230
San Diego, CA 92122
858-458-9310 Fax: 858-458-0914
e-mail: sandiego@webster.edu

Master of Business Administration

Master of Arts

- business and organizational security management
- human resources management
- management and leadership

Master of Science

- finance

Bachelor of Arts (degree completion only)

- management (without an area of emphasis)

Colorado

Colorado Springs Metropolitan Campus*

5475 Tech Center Drive, Suite 110
Colorado Springs, CO 80919
719-590-7340 Fax: 719-590-7343
e-mail: coloradosprings@webster.edu

Master of Business Administration

Master of Arts

- human resources development
- human resources management
- information technology management
- management and leadership
- procurement and acquisitions management

Master of Science

Locations, Degrees, and Majors

Merritt Island Metropolitan Campus*

Locations, Degrees, and Majors

Tampa Bay/St. Petersburg Campus
11201 Corporate Circle North, Suite 140
St. Petersburg, FL 33716
727-570-9300 or 800-967-0730 Fax: 727-570-9303
e-mail: tampabay@webster.edu
Master of Business Administration
Master of Arts
counseling
human resources management
management and leadership
Master of Science
finance

Georgia

Fort Stewart
Army Education Center
100 Knowledge Drive
Fort Stewart, GA 31314-5056
912-876-8080 Fax: 912-876-8084
e-mail: stewart@webster.edu
Master of Business Administration
Master of Arts
business and organizational security management
human resources management
information technology management
management and leadership

Hunter Army Airfield
P.O. Box 42029
[illegible](Master of Business Administration)Tj9[illegible]Tm(Master of Arts)Tj/T[illegible]
165 Markwell Street
Hunter AAF, GA 31409-0029
912-354-0033 Fax: 912-354-0039
e-mail: hunter@webster.edu
Master of Business Administration
Master of Arts
business and organizational security management
human resources management
information technology management
management and leadership

Moody AFB
23 MSS/DPE
3010 Robinson Road
Moody AFB, GA 31699-1518
229-257-1775 Fax: 229-245-8008
e-mail: broaden@webster.edu
Master of Business Administration
Master of Arts
human resources management
management and leadership

Illinois

Crystal Lake Metropolitan Campus, McHenry County
100 South Main Street
Crystal Lake, IL 60014
815-356-9619 Fax: 815-356-9646
e-mail: chicago@webster.edu
Master of Business Administration
Master of Arts
business and organizational security management
counseling
human resources development
management and leadership
Master of Arts in Teaching
multidisciplinary studies

Great Lakes Naval Base, Lake County
Navy College Office
Building 617, Room 201
2221 MacDonough Street
Great Lakes, IL 60088
847-578-0974 Fax: 847-578-1358
e-mail: chicago@webster.edu
Master of Business Administration
Master of Arts
business and organizational security management
counseling
human resources development
management and leadership

Scott

Locations, Degrees, and Majors

Kentucky

Louisville Metropolitan Campus*

1031 Zorn Avenue, Suite 200
Louisville, KY 40207
502-896-1835 Fax: 502-896-1838
e-mail: louisville@webster.edu

Master of Business Administration
Master of Health Administration
Master of Arts
- human resources development
- human resources management
- information technology management
- management and leadership
- media communications

Maryland

Andrews Air Force Base

316 MSS/DPE
1413 Arkansas Road
Andrews Air Force Base, MD 20762-6405
301-420-2256 Fax: 301-420-2258
e-mail: andrewsafb@webster.edu

Master of Business Administration
Master of Arts
- international relations

Massachusetts

Hanscom Air Force Base

Education Center
Building 1728
29 Chennault Street
Hanscom AFB, MA 01731
781-862-0240 Fax: 781-862-0241
Base phone: 781-377-3406
hanscom@webster.edu or ingles@webster.edu

Master of Arts
- human resource management
- information technology management

Missouri

Fort Leonard Wood

268 Constitution Street, Suite 11
Fort Leonard Wood, MO 65473-8934
573-329-6777 Fax: 573-329-2609
e-mail: leonardwood@webster.edu

Master of Business Administration
Master of Public Administration
Master of Arts
- business and organizational security management
- human resources development
- human resources management
- information technology management
- management and leadership

Master of Science
- environmental management

Kansas City Metropolitan Campus*

1200 East 104th Street, Suite 100
Kansas City, MO 64131
816-444-1000 Fax: 816-444-1740
e-mail: kansascity@webster.edu

Master of Business Administration
Master of Health Administration
Master of Arts
- counseling
- human resources development
- human resources management
- information technology management
- legal analysis
- management and leadership
- marketing

Master of Arts in Teaching
- multidisciplinary studies

Master of Science
- finance

Master of Science in Nursing
Bachelor of Arts (degree completion only)
- management
  - management (without an area of emphasis)
  - human resource management emphasis
- legal studies

Bachelor of Science (degree completion only)
- business administration

Bachelor of Science in Nursing

Ozarks Metropolitan Campus

321 West Battlefield Road, Suite 200
Springfield, MO 65807
417-883-0200 Fax: 417-883-1510
e-mail: ozark@webster.edu

Master of Business Administration
Master of Health Administration
Master of Arts
- business and organizational security management
- human resources development
- human resources management
- management and leadership

Rolla Metropolitan Campus

1103 Kingshighway
Rolla, MO 65401-2922
573-368-4569 Fax: 573-368-5497
e-mail: rolla@webster.edu

Master of Arts
- counseling

Locations, Degrees, and Majors

St. Louis Home Campus*

Locations, Degrees, and Majors

Whiteman Air Force Base, Knob Noster
Education Center Building
511 Spirit Blvd., Suite 244
P.O. Box 6099
Whiteman AFB, MO 65305-6099
660-563-2006 Fax: 660-563-3666
e-mail: whiteman@webster.edu
Master of Business Administration
Master of Arts

Locations, Degrees, and Majors

Texas

Fort Bliss, El Paso

P.O. Box 6077
Building 632, Taylor Street
Fort Bliss, TX 79906
915-562-4400 Fax: 915-562-8635
e-mail: bliss@webster.edu

Master of Business Administration
Master of Health Administration
Master of Arts
counseling

Academic Organization

Academic Policies and Procedures

Admission

Admission Requirements

Applicants considered for admission to graduate studies at Webster Univ

Academic Policies and Procedures

Course Attendance

The University reserves the right to drop students who do not attend

Academic Policies and Procedures

an appropriate consequence, including the following options: a written warning; the assignment of a written research project about the nature of plagiarism and academic honesty; a reduced grade or partial credit on the assignment; requiring the student to repeat the assignment; or issuing a failing grade to the student of the course.

If a student receives an unsatisfactory grade (C, F) in a course as a result of academic dishonesty, existing academic policies may lead to probation or dismissal. In extreme cases, a dishonesty violation may warrant consideration for dismissal, suspension, or other disciplinary action. These disciplinary actions require a formal judicial process as outlined in the Student Handbook.

Academic Warning, Probation, and Dismissal

M.A., M.S., M.S.N., M.B.A., M.H.A., M.F.A., M.M., M.P.A., D.Mgt.

Graduate students are expected to maintain a minimum B grade average to remain in good academic standing. The graduate student has a responsibility to demonstrate the ability to complete graduate-level coursework, including the ability to write clearly and succinctly. If the student receives grades of C, F, or ZF, the following conditions prevail:

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Academic Policies and Procedures

Academic Policies and Procedures

Several defined government and/or military cooperative degree programs (e.g., Captains' Career Courses) provide transfer credit. Formal articulation agreements define transfer credit for these limited programs. Requests for transfer of credit must be submitted in writing by the student on the Request for Transfer of Credit form. Transfer of credit should be arranged at the time the student matriculates.

With prior approval, students pursuing the M.A. may complete a maximum of 6 credit hours of relevant Webster University M.A.T. courses as a part of the elective credits. Course relevancy is determined by the appropriate dean. Generally, courses in education pedagogy, methods, and practicum will not be approved. No transfer of credit is necessary. The M.A.T. credit hours do not apply to the 12 credit hours allowed for transfer.

Credit will be transferred in strict accordance with the guidelines established by the American Council on Education. Only those schools or courses recommended for graduate credit by that Council will be considered in the evaluation of transfer credit. Credits which are transcripted as quarter-hours will be transferred using a 2/3 conversion factor.

As part of the overall Webster University student transfer of credit policy, Webster University will assign a grade of "CR" to all passing grades from recognized non-U.S. or non-American style educational institutions. Approved transfers of credit will be recorded officially after the student is fully accepted into the degree program. If the approved courses to be transferred have not been completed at the time of full acceptance, the student may request the transfer of credit at a later time. This transfer of credit should be requested before the student has completed 18 credit hours with Webster University.

Program Description

The master of arts (M.A.), master of science (M.S.), master of health administration (M.H.A.), and master of public administration (M.P.A.) programs begin with the conviction that many professional people require educational programs with built-in flexibility to meet individual needs. These individuals seek a graduate program that will enable them to attain competence in a specific area and provide them with an opportunity to incorporate into their educational experiences an exposure to other areas.

General Requirements

The M.A./M.S./M.H.A./M.P.A. degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections under Academic Policies and Procedures for policies regarding application, admission, registration, and the academic policies of Webster University.

The student selects a major and completes the required courses as outlined in this catalog. The requisite course may be waived if the student can document academic proficiency in the subject area. All required courses must be completed before the student enrolls in the integrated studies course. Exceptions to this sequence of enrollment may be requested on the Program Option Request form.

The remaining credit hours of the student's degree program are selected from elective courses in the declared major or from other majors that are relevant to the student's declared major. Computer science/distributed systems, counseling, environmental management, health care management, and health administration courses may not be available as electives if the student does not have sufficient background in these areas.

Students should enroll in the 5000 course if they select an elective course from a major in which they have had no prior academic experience. A maximum of three 5000 courses outside the student's declared major(s) may be applied as elective credit in the hours of the studer d equest f421.3u22s declum hourę 500studer d equest f421.3u22s declum 0 0 9 480 0 9 281.74

Master of Arts/Master of Science/Master of Health Administration/Master of Public Administration

Dual Majors

A student may select dual majors from related majors. Dual majors require completion of the requirements in both majors. If the requisite course is waived in either or both majors, a course substitution for the requisite course is not required. The student may receive the degree in the dual majors on completion of the course requirements for the remaining courses. International Relations is excluded as a dual major except in Geneva in combination with the human resources development degree. The Counseling M.A. degree, the M.S. degree areas, the M.H.A. and M.P.A. degree areas are not eligible for the dual major option.

The following policies apply to dual majors:

1. Dual majors may require more than 36 credit hours for completion of the degree if requisite courses are not waived.*
2. The dual majors must be declared before the student has completed 6 credit hours of coursework.
3. A student who has declared dual majors may transfer into the degree program only courses that are equivalent to required courses.
4. A student who earns two grades of C in a major will not meet dual major requirements in that major, unless one of the C grades is repeated with a grade of B- or better.

** The U.S. Department of Veterans Affairs requires special approval for students utilizing veterans' educational benefits to enroll in more than 36 credit hours. Students should request approval on the Program Option Request form.*

Individualized Degree Program

Students at the St. Louis home campus may choose to work with administrators and faculty to design an individualized M.A. program in a major independent of the established majors. The University does not guarantee resources for individualized degree programs. Inquiries about this option should be directed to the Coordinator of Experiential Learning.

Sequential Master's Degree

A student who has earned an M.A., M.B.A., M.S., or M.H.A. from Webster University or another regionally accredited college or university (or its international equivalent) may earn a sequential M.A., M.S., M.H.A., or M.P.A. in another major. The sequential master's degree requires completion of all the core courses in the declared major. The student must complete an elective to meet the core-course requirement if the 5000 course is waived.

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.

The sequential master's degree programs in gerontology, international business, media communications, and procurement and acquisitions management require completion of 21 credit hours of required coursework.

The sequential master's degree programs in business and organizational security management, health care management, human resources development, international nongovernmental organizataions, management and leadership, and marketing require completion of 24 credit hours of required coursework.

The sequential master's programs in health administration (M.H.A.), public administration (M.P.A.), information technology management, human resources management, international relations, the M.S. in environmental management, and the M.S. in finance require completion of 27 credit hours of required coursework.

The sequential master's program in legal studies requires completion of 36 credit hours of required coursework.

Art, counseling, and other specialized master's degrees are excluded as sequential master's degree options.

The following conditions apply to the sequential master's degree:

1. A Webster University graduate with an M.A., M.B.A., M.S., M.H.A., or an M.P.A. may earn the sequential master's by completing the required core courses (minimum 21 credit hours) detailed in the declared major curriculum.
2. The student who holds a master's or doctoral degree from another regionally accredited college or university may earn the sequential M.A. by completing the required core courses (minimum 21 credit hours) detailed in the declared major curriculum.
3. M.B.A. prerequisite courses, or other prerequisite requirements, may not be used to reduce sequential degree requirements.
4. No transfer of credit may be applied toward this minimum residency.

Advancement to Candidacy

Sequential master's degree-seeking students who received their prior graduate degree from Webster University are advanced to degree candidacy with the initial registration. Students who received their prior master's degree from another institution are advanced to candidacy on approval of the official master's degree transcript.

Probation/Dismissal for Sequential Master's Degree

1. A student who receives one grade of C is placed on probation.
2. A student who receives one grade of F or two grades of C is dismissed from the degree program.

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

College of Arts & Sciences

David Carl Wilson, dean
Degrees Offered: B.A., B.S., B.S.N., M.A., M.S., M.S.N.
Departments (8): Behavioral and Social Sciences; Biological Sciences; English; History, Politics, and International Relations; International Languages and Cultures; Nursing; Philosophy; Religious Studies

Mission Statement

Webster University's College of Arts & Sciences fosters free and rigorous intellectual inquiry among students and faculty in an atmosphere that respects differences in background, belief, and aspiration. We promote the values that ground an open, critically reflective, culturally diverse, and democratic society, and we prepare students to be active contributors to such a society.

As part of an international university, we encourage students to expand their horizons by learning the languages and worldviews of other cultures. We inspire students to seek the common ground upon which humans create sustainable relationships with each other and with their wider environment.

Owing to the general and fundamental nature of our various disciplines, we are committed to providing academic and intellectual support to the entire university.

We include several professional programs, which are guided by contemporary practices, appropriate accreditation standards, and the best recent scholarly activity.

Emphasis in School Guidance and Counseling

The degree emphasis requires satisfactory completion of 48 credit hours of coursework.

Required Core Subject Area Courses:

COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course)
COUN 5050 Human Growth and Development
COUN 5100 Social and Cultural Foundations of Counseling
COUN 5200 Theories of Counseling
COUN 5220 Assessment
COUN 5600 Techniques of Group Counseling
COUN 5680 Counseling in the School Setting
COUN 5685 Program Development for School Counselors
COUN 5700 Lifestyle and Career Development
COUN 5800 Professional Orientation and Ethics
COUN 5820 Consultation and Supervision
COUN 5850 Research and Evaluation
COUN 6000 Counseling Learning Practicum (a minimum of 3 hours)
COUN 6500 Internship (a minimum of 6 hours)

In addition to the required 15 core subject area courses listed above, students select electives from the counseling program curriculum to support the specific area of emphasis and fulfill the 16 courses needed for the degree. [Suggested additional courses: COUN 5150 Psychopharmacology; COUN 5630 Techniques of Substance Abuse Counseling]

Emphasis in Community Counseling

Program description

This curriculum is designed to provide students with the necessary theory and skills for working in a variety of agency and/or community counseling settings.

This degree emphasis requires satisfactory completion of 48 credit hours of coursework.

Required Core Subject Area Courses:

COUN 5020 Foundations of Counseling: The Helping Relationship
COUN 5050 Human Growth and Development
COUN 5100 Social and Cultural Foundations of Counseling
COUN 5200 Theories of Counseling
COUN 5220 Assessment
COUN 5600 Techniques of Group Counseling
COUN 5700 Lifestyle and Career Development
COUN 5800 Professional Orientation and Ethics
COUN 5850 Research and Evaluation
COUN 6000 Counseling Learning Practicum (a minimum of 3 hours)
COUN 6500 Internship (a minimum of 6 hours)

In addition to the required core subject area courses listed above, students select four (4) electives from the counseling program curriculum for a total of 48 hours.

Certain state licensure laws require specific courses in addition to the above required core subject area courses, and the student should consult with the Counseling Faculty Coordinator/Academic Advisor before selecting elective courses. Also please note that certain state licensure laws do not allow for courses to be completed through Directed Studies or electronically. The student should consult with the Counseling Faculty Coordinator/Academic Advisor regarding this option.

General Requirements

The student is subject to the policies and procedures for graduate studies and the specific requirements of the counseling program. As stated in the academic policies and procedure guidelines, the counseling program is excluded from dual major and sequential degree options. Courses in the counseling program are available only to the following: those admitted to the COUN program or those fulfilling State Licensure or Continuing Education requirements. All non-degree students must meet program prerequisites.

Admissions

In addition to the general admission requirements for graduate students, the counseling program also requires a strong background in the behavioral and social sciences gained from an undergraduate degree program, from any other formal study program, or from other documented learning.

All applicants must have formal verification of competence in each of the following areas (or a content equivalent): human growth and development; psychology of learning and/or cognition; personality theory; abnormal psychology or psychopathology; and social psychology. In addition, it is recommended that the applicant have a working knowledge of statistical methods.

Individual applicants who do not have the above undergraduate courses or their equivalent will be evaluated as to their undergraduate/graduate experience by an admission advisor and the Counseling Faculty Advisory Committee. Additional coursework may be required to meet the admission requirements.

Transfer of graduate credit into the program must be approved by the Counseling Faculty Coordinator/Academic Advisor. Petitions for transfer of graduate credit must be evaluated at the time of admission. Please note that online credit and distance learning credit are not accepted in some states for licensure. If you have questions concerning this policy, please talk to your campus Counseling Faculty Coordinator or Academic Advisor.

Course Descriptions

COUN 5000 Theories of Personality (3)
This course examines the origins, development, and current status of major personality theories providing a framework for clinical application. Attention is given to the psychoanalytic theory, social learning theory, and field theory approaches.

COUN 5010 Comparative Psychotherapy (3)
This course is designed to provide the student with an understanding of the major theories of counseling. Dimensions of the course include a comparative survey of various theories and the use of these theories in the counseling situation, skill assessment, and practical applications of the various counseling techniques and modalities.

COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course) (3)
This course examines the philosophic bases of counseling and the helping relationship focusing on the foundational concepts necessary for working with individuals, groups, and families.t equivalent): human grolith an understa

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Environmental Management (M.S.)

ENMG 5200 Environmental Law and Compliance Auditing (3)
This course continues Environmental Law I and also studies the compliance auditing issues that management of environment must encompass to meet the various regulations. Cases are also used for the research of the topics in compliance auditing. Prerequisite: ENMG 5100.

ENMG 5300 Environmental Accounting (3)
This course covers corporate environmental accounting, activity-based costing, federal, state, municipal accounting, and quality control. Topics also covered will include financial and economic implications of pollution prevention, compliance projects, and procedures required for environmental accounting. Some case studies will be used for these topics.

ENMG 6100 Management of Land and Water Resources (3)
This course covers strategies used in management of multiple-use resources. A variety of management techniques will be examined that pertain to conservation and protection of resources used by the public, including recreational waters, private and public lands, and water sheds. Land use regulations, and water and land rights are restrictions that will be investigated. The role of public policy and its development will also be covered. Prerequisite: ENMG 5200.

ENMG 6110 Management of Air Quality (3)
Sampling techniques of air pollution will be introduced. Air pollutants will be analyzed in terms of their classification, source, and impact on air quality. Effects of air pollution on human health will be studied. Case studies will be used to identify management of air pollutants. Prerequisite: ENMG 5200.

ENMG 6120 Waste Management and Pollution Control (3)
Focuses on management techniques of waste disposal, including liquid and solid effluents from industry. Methods for managing waste collection, recycling, and transportation of nonhazardous and hazardous materials will be studied. Plans will be developed for establishing an environmental monitoring system. Legal, regulatory, and operational laws governing disposal of waste including hazardous waste will be covered, as well as management for recovery of brown fields. Prerequisite: ENMG 5200.

Capstone Course

ENMG 6200 Environmental Risk Management and Strategies (3)
This course integrates the types of information used for environmental management, including scientific, engineering, economic, and congressional information, into a final project. Methods used for retrieval of information will include computer searches via the Internet, use of CD-ROMs, and bibliographical indexes to obtain the most current information for their final project. Prerequisite: completion of all required courses for the M.S. in environmental management.

Gerontology

Program Description

The curriculum is designed to provide students with the skills and knowledge necessary for careers related to gerontology. Within this framework, students are provided with a broad educational base concerning the impact of aging on individuals and cultures. The courses in the program draw upon a variety of disciplines such as management, the behavioral and social sciences, economics, political science, and the natural sciences. The gerontology core courses as well as the program electives are concerned with maximizing the application of gerontological knowledge particularly in areas of direct service, consulting, program development, management, and administration.

As the population of the United States and other parts of the world ages, the need for individuals in all aspects of society and business with knowledge of aging will only increase. Those who prepare for this change in demographics by developing an expertise relative to gerontological issues and concerns will be quite marketable as professionals. The gerontology curriculum is designed to provide students with the requisite core knowledge regarding aging individuals and the impact of this "age wave" on social, economic, and political structures.

Gerontology courses may be taken as electives in

Location

Gerontology courses are offered at the following location:

Continental United States
Albuquerque, NM
Lakeland & Brandon Metropolitan Campus, FL
North Orlando Metropolitan Campus, FL
Ocala Metropolitan Campus, FL
South Orlando Metropolitan Campus, FL
St. Louis, MO
Home Campus

Gerontology

GERN 5600 Economic Issues for Older Adults (3)
This course focuses on the economic issues relevant to middle-aged and older adults. The student examines topics related to pre- and post-retirement planning, such as financial planning, housing options, and legal concerns. Particular emphasis is placed on what gerontology specialists can do to assist middle-aged and older adults in facing later life transitions. The course includes an examination of the economic impact of the older adult on society.

GERN 5620 Physiology of Aging (3)
This course provides the student with an overview of the changes that occur in the human body as a function of age. All of the major systems within the human body are discussed, ranging from the cardiovascular system to the central nervous system. This course focuses on normal, age-related physiological changes; however, age-related dysfunctional changes are discussed. Additional emphasis is placed on the implications of physiological change on the psychological functioning of the aging individual.

GERN 5630 Psychology of Aging (3)
This course provides the student with an introduction and analysis of current knowledge and concerns related to psychological aging. It addresses the theoretical and empirical foundations relevant to the psychological study of the later part of the life span. The course is taught from an interdisciplinary perspective and focuses on topics related to perceptual, cognitive, personality, and interpersonal social development. Issues related to psychological adjustment and the topic of death and dying are examined.

GERN 5640 Management of Programs for Older Adults (3)
The student examines the theory and practices relevant to the management and administration of organizations. Particular focus is placed on organizations providing services for the elderly. The economic, political, legal, and social issues that affect these organizations are studied in the context of the effect these issues have on the administration of services. Identification of deficiencies in current programs and the proposing of alternative modes of care for the elderly are explored.

GERN 5650 Counseling for the Aged (3)
This course provides a comprehensive examination of the mental health needs of older persons and counseling-related services that help to meet some of these needs. Counseling theories and methods are discussed, with emphasis on the role of the paraprofessional counselor.

GERN 5660 Research and Assessment in Gerontology (3)
The course introduces the student to basic statistical methods, methods of research, and methods of assessment. The research aspect of the course includes the empirical research process, the deductive method, the inductive method, the survey, the field experiment, the field study, and program evaluation. In addition, the student is introduced to the basics of statistics as these apply to research and assessment. Basic research methods in gerontological administration and programming are examined and applied. This course is cross-listed with HRDV 5750.

GERN 5670 Social Science Perspectives in Gerontology (3)
The realities of the lives of older adults, viewed from a cross-cultural perspective with a concern for social issues and problems, will be the focus of this course. Ageism, homelessness, poverty, the structure of family, the meaning of community, and the role of government will all be examined. Using the tools of anthropology and sociology, we will explore variations among older adults that emerge from ethnicity, sex and gender, sexual orientation, race, nationality, and geographic origin. We will seek an understanding of the meanings that various cultures give to their aging populations and to the social consequences of those meanings.

GERN 5680 Practicum in Gerontology (3-6)
Professional training is provided by gerontological specialists in aging network, business, social service, and health care industries. Field placement is dependent upon the student's discipline or profession. A formal practicum proposal must be submitted to the program mentor before a student can register for the practicum. May be repeated to a maximum of 6 credit hours.

GERN 5690 Issues in Gerontology (3)
Current and significant issues in gerontology are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

GERN 6000 Integrated Studies in Gerontology (3)
The student is expected to synthesize and integrate the learning experiences acquired in gerontology and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.

International Nongovernmental Organizations (INGO)

INGO 5100 Finance, Budgeting and Accounting International Nongovernmental Organization (3)
The focus of the course is on the financial management of international nongovernmental organizations and describes a wide variety of methods, processes and tools of finance, accounting, and budgeting.

INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations (3)
Human resources management in international nongovernmental organizations offers students the guidance and techniques necessary to implement effective human resources management strategies in public and non-profit organizations — from job analysis to performance evaluation, from recruitment and selection to training and development, from compensation and benefits to collective bargaining. The course also covers important but neglected topics such as recruiting and managing volunteers and working with a board of directors.

INGO 5500 Principles of Negotiation (3)
This course is designed to help students become effective negotiators by introducing them to the theory and processes of negotiation in an international setting. Students will be introduced to negotiating strategies and bargaining techniques.

INGO 5700 Grant Writing, Fundraising and Development for International Nongovernmental Organizations (3)
This course is designed to help students develop in-depth experience and knowledge of two of the most widely used and highly valued forms of nonprofit writing: grant proposals and the various documents necessary for holding a fundraising event. It will also provide an overview of other common forms of writing within the international nonprofit sector.

INGO 5900 Project Management for International Nongovernmental Organizations (3)
The course covers the major events and issues arising during the management of projects in the order in which they usually occur. The focus of this course is on organizing by projects in both national and international contexts, taking into account the organizational dynamics in project-oriented organizations and the projects' relation to its environment.

INTB 5710 Cross-Cultural Management (3)
The cultural, attitudinal, and behavioral differences that affect international business are examined. Course content focuses on the cultural differences between nations and how these differences affect social organizations. The management of multinational corporations from the perspective of environment, structure, process, and interfirm and intrafirm relations is considered.

INTL 5000 Introduction to International Relations (Requisite Course) (3)
Students are introduced to the discipline of international relations through an overview of international security, foreign policy, international organizations, international law, and international political economy. Students examine the basic structure, processes, and issues relating to international affairs.

INTL 5050 Comparative Politics (3)
Students explore how we use comparison to theorize about politics and to identify both what holds across cultures and nations and what is idiosyncratic requiring area studies expertise. Topics may include democratization, state and nation building, stability and decay of institutions, systems of representation, parliamentary versus presidential governance, political development, and ideology.

INTL 5300 Field Work (3-6)
Students are involved actively with operations of non-academic institutions and engage in various aspects of field research. Policies and procedures as in Directed Studies. Course may be repeated for credit if content differs.

INTL 5400 International Political Economy (3)
Students explore, historically and conceptually, the interplay of economics and politics at the global level. They examine such phenomena as: the clash of the market and state, the north-south conflict, and the worldwide impact of technological change, transnational corporations, and the competition for accumulation.

INTL 5530 International Law (3)
This course surveys trends and practices that are part of the process of adjudication across national boundaries. Some historical background is provided. Current cases and procedures are the major focuses of course content.

INTL 5540 International Organizations (3)
Various approaches to international organizations are explored, and the contribution of these organizations to peace and economic and social progress is examined. Current issues facing the United Nations and its associated agencies are discussed within this context.

INTL 5580 Politics of Development (3)
The student examines problems of social, economic, and political development in Third World nations. Course content focuses on problems of nation building in the postcolonial era and the role of the developing nations in world politics.

INTL 5700 Humanitarian Issues in International Politics (3)
This course provides a forum for investigating such transnational issues as: regionalism, the environment, human rights, and refugees. Course may be repeated for credit if content differs.

INTL 5800 Globalization (3)
Globalization is the intensification of economic, political, social, and cultural relations across international borders. The course will focus on the uneven process of globalization and its effects in terms of cross-national intensity, geographical scope, and national and local depth. Further, the course will explore the factors which have led to globalization in the context of the debate about the real content of the globalization process and the degree of change they invoke in the international system. In addition the course will focus on several key international issues that are currently shaping the global political and economic environment.

INTL 6000 International Relations: Theory and Practice (Integrated Studies) (3)
Various contemporary theories of international relations are examined. The relationship of theory to the practice of international relations is considered. This course presents an overview for students who are completing a major in international relations. Prerequisite: completion of all other required courses in this major.

MNGT 5210 Nonprofit Revenue Development (3)
The primary focus of this course is to learn how to identify and implement related business opportunities to generate revenue streams to supplement or replace the traditional nonprofit fundraising and development activities. The course will provide an understanding of the specific skills, and knowledge required to lead and manage the revenue development process in today's nonprofit organizations. Through readings, discussion, and best-practices, students will identify and examine related business revenue development and fundraising issues and methods with a goal of becoming a self-sustaining nonprofit organization.

Nurse Anesthesia (M.S.)

Program Description

The master of arts (M.A.) in international relations enables students to analyze the complexities and processes involved in world politics and international affairs. Coursework provides exposure to the key subfields of the discipline and relevant issues such as globalization, human rights, humanitarian action, and economic development. The program is ideal for students seeking work with a governmental agency, an intergovernmental organization, a nongovernmental organization, or a multinational corporation. This program is also recommended to students planning to pursue a Ph.D., or an academic career at another institution.

Program Outcomes

Upon completion of the program, students should:

- Have a working knowledge of several subfields of the discipline.
- Have strong research skills.
- Be able to critically analyze international events and issues.
- Be able to apply theories of international relations to the practice of international affairs.
- Demonstrate effective written and oral communication skills.
- Have the necessary education and develop the requisite skills to seek employment relevant to the field.

Program Curriculum

The 36 credit hours required for the master of arts (M.A.) degree must include the following courses for a major in international relations:

INTL 5000 Introduction to International Relations
INTL 5100 Research Methods and Perspectives

Three courses (9 credit hours) from Interstate Relations/ Comparative Politics Cluster
Three courses (9 credit hours) from Transnational Issues Cluster
Three International Relations Elective Courses (9 credit hours)

INTL 6000 International Relations: Theory and Practice or INTL 6250 Thesis

The 54 credit hours required for the master of business administration (M.B.A.) with an emphasis in international relations must include the following international relations courses:

INTL 5000 Introduction to International Relations
INTL 5100 Research Methods and Perspectives

Three courses (9 credit hours) from Interstate Relations/Comparative Politics Cluster

Three courses (9 credit hours) from Transnational Issues Cluster
INTL 6000 International Relations: Theory and Practice or INTL 6250 Thesis

Interstate Relations/Comparative Politics Cluster (3 courses)
INTL 5050 Comparative Politics
INTL 5530 International Law
INTL 5550 War and Diplomacy
INTL 5560 U.S. Foreign Policy
INTL 5570 Comparative Foreign Policy
INTL 5600 Area Studies
INTL 5860 Issues in International Politics

Transnational Issues Cluster (3 courses)
INTL 5400 International Political Economy
INTL 5510 Theories of International Relations
INTL 5540 International Organizations
INTL 5580 Politics of Development
INTL 5700 Humanitarian Issues in International Politics
INTL 5800 Globalization

International Relations Elective Courses (3 courses)
Any additional courses from the two clusters above, or any of the following:
INTL 5300 Field Work
INTL 5500 Professional Seminars
INTL 5610 Non-Thesis Readings/Research
INTL 5900 Advanced Research Methods*
INTL 6500 Internship
Pre-approved courses (non-INTL) related to International Relations. All non-INTL courses listed in the Master of Arts International Nongovernmental Organizations curriculum are pre-approved electives for the Master of Arts in International Relations. These courses are:

INGO 5000 Nongovernmental Organizations (NGOs)
MRKT 5000 Marketing or MRKT 5010 Marketing for Nonprofits
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers or BUSN 5210 Financial Management for Nonprofits
MNGT 5210 Nonprofit Revenue Development
INGO 5100 Finance, Budgeting and Accounting for International Nongovernmental Organizations
INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations
HRMG 5000 Managing Human Resources or HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits
INTB 5710 Cross Cultural Management.
INGO 5500 Principles of Negotiation
INGO 5700 Grant Writing, Fundraising and Development for International Nongovernmental Organizations
INGO 5900 Project Management for International Nongovernmental Organizations

Not all of the courses listed above will be available to students at all locations.

If the requisite course is waived, the student must choose an elective course from this major.

*Advanced Research Methods may be su available t 4 40(e0(v)16(a)1

Course Descriptions

Program Description

The goal of the legal analysis major is to provide students with the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications. A legal analysis degree would be attractive to those individuals with positions in a business organization, law office, or government operation where a working knowledge of the law is desirable. In addition to an M.A. in legal analysis, a student may also earn a paralegal certificate by making specific course selections. A degree in legal analysis and/or a paralegal certificate does not prepare students for the practice of law, and its graduates are not eligible for admission to the bar.

The coursework in legal analysis is designed to provide students with a broad understanding of the legal environment in which individuals, businesses, and the judiciary operate. Because most of the professors are practicing attorneys, prosecutors, public defenders, and

legals, and that successful completion of Webster's certificate program should not be construed to imply state, federal, or board certification.

All certificate courses must be taken at Webster University. Students may pursue the certificate by itself or integrate their certificate studies with their M.A. degree program.

The 24 credit hours required for the graduate certificate in paralegal studies must include the following courses:

LEGL 5000 Introduction to Legal Studies
LEGL 5300 Ethics for the Legal Professional
LEGL 5260 Methods of Legal Research and Writing I
LEGL 5270 Methods of Legal Research and Writing II
LEGL 5470 Civil Actions
Two LEGL 5490 Advanced Topics in Law courses (6 credit hours)
(For LEAN students, one of the LEGL 5490 courses must be either
LEGL 5490 Computers in the Law or LEGL 5490 Law on the Net)
LEGL 5800 Computerized Legal Research

Areas of law offered in Topics courses include:

Torts	Contracts
Probate	Business Organizations
Juvenile	Products Liability
Consumer	Environmental
Insurance	Bankruptcy
Property	Computers and Law
Family	Real Estate

Students seeking the paralegal certificate should consult the Admission, Enrollment, Academic Policies, and Graduate Certificates sections of this catalog for information regarding application, admission, registration, and the academic policies of Webster University.

Note: A legal assistant or paralegal is a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is response8mgal work for whichve legal woral

Legal Studies

Program Description

employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. For the purposes of the guidelines, the terms “legal assistant” and “paralegal” are used interchangeably. Therefore, paralegals are prohibited from practicing law.

A graduate certificate in paralegal studies is offered at the St. Louis campuses and at the Kansas City metropolitan campus. Webster University's legal studies and certificate programs at the Webster Groves and downtown St. Louis campuses have been approved by the American

LEGL 5470 Civil Actions (3)
Course content focuses on a variety of civil law areas such as contracts, torts, evidence, property, corporations, tax, wills, and trusts. Students examine actions based on these areas of law. Prerequisite: LEGL 5000.

LEGL 5480 Criminal Actions (3)
Students investigate the area of crime against persons and property and the judicial process, including investigation, adjudication, sentencing, and correction. Actions based on these areas of law are examined. Prerequisite: LEGL 5000.

LEGL 5490 Advanced Topics in Law (3)
Current and significant issues in legal studies are examined. Course content focuses on selected topics, with emphasis given to new and emerging developments in the field. Course may be repeated for credit if content differs. Prerequisites: LEGL 5000 and LEGL 5260.

LEGL 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in legal studies. The professional seminar supplements the core and elective courses in the area of legal studies by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study. Prerequisites: LEGL 5000 and LEGL 5260.

LEGL 5550 Paralegal Clinical Studies (3-6)
The internship augments the legal studies curriculum by placing the student in a private or public organization under the supervision of an appointed internship supervisor. Application for placement should be made a term in advance of enrollment. Prerequisite: completion of all other required courses in this major.

LEGL 5800 Computerized Legal Research (3)
This course will acquaint students with the fundamental concepts of locating and accessing legal information using computer technology. Prerequisites: LEGL 5000 and LEGL 5260.

LEGL 5850 Advanced Legal Writing (3)
This course is aimed at helping students attain a higher level of legal writing skills by focusing on the intellectual and physical discipline involved in creating a good written legal product. The course teaches students vital reasoning skills along with detailed instruction on the strategies students may use to write clearly and convincingly. Prerequisites: LEGL 5000, LEGL 5260, and LEGL 5270.

LEGL 6000 Research and Writing Project (3)
The student is expected to synthesize and integrate the learning experiences acquired in legal studies and to evaluate the research and current topics relative to this area of concentration. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.

Course Descriptions for the Certificate in Intellectual Property Paralegal Studies

(These courses do not apply toward the M.A. in Legal Studies)

LEGL 5740 Ownership, Licensing, and Transfer of Intellectual Property (3)
This is a practical skills course covering the basics of contract formation and drafting. This course will cover the preparation and interpretation of agreements affecting the ownership, licensing, and transfer of intellectual property, including patents, trademarks, copyrights, and trade secrets. Prerequisite: LEGL 5000 and LEGL 5900.

LEGL 5905 Intellectual Property Law for Paralegals (3)
This course is a survey of the four primary areas of intellectual property — patents, trademarks, copyrights, and trade secrets. This course will focus on the paralegal's role in securing and enforcing these rights. The content of this course is appropriate as a general overview for non-specialists, and a foundation course for those who intend to specialize in intellectual property. Prerequisite: LEGL 5000.

LEGL 5925 Patent and Trademark Law for Paralegals (3)
This is a substantive law course covering the federal patent statute (35 U.S.C. 1 et seq.), the federal trademark statute (15 U.S.C. 1051 et seq.), and representative state trademark statutes. This course will follow the process of patenting inventions from prior art searching, preparing and filing patent applications, prosecuting patent applications, and post issuance topics. Additionally, the course will address the process of selecting and protecting trademarks including pre-adoption searching, preparation and filing of applications, prosecution of applications, and issuance and maintenance of trademark registrations in the U.S. and abroad. The course will focus on the paralegal's role in obtaining and maintaining patents and trademarks, including electronic filings. Prerequisite: LEGL 5000.

LEGL 5945 Copyright and Trade Secret Law for Paralegals (3)
This is a substantive law course covering the federal copyright statute (17 U.S.C. 101 et seq.) and the federal and state statutes governing trade secrets and confidential information. This course will cover copyrightable subject matter, the exclusive rights afforded by copyright, ownership of copyright, and fair use. This course will cover the preparation and prosecution of applications for copyright registration and federal and state schemes for protecting and enforcing rights in trade secrets and other confidential information. Additionally, this course will examine the role of the paralegal in securing and enforcing copyright rights in works of authorship in the U.S. and abroad, and the paralegal's role in securing

Park Hospital, HealthSouth Outpatient Surgery Center, Jefferson Memorial Hospital, Lake Regional Hospital, Missouri Baptist Medical Center, Phelps County Regional Medical Center, St. Joseph's Hospital in Kirkwood, *St. Louis University Hospital, the Veteran's Affairs Medical Center.
**Sites that are new in 2006*

Program Curriculum

Enrollment requires admission to the nurse anesthesia program or special permission of the Program Director.

Required Science Courses
CHEM 5500 Biochemistry
PHYS 5500 Physics for Anesthesia
SCIN 5000 Review of Chemistry, Physics, Math, and Computers
BIOL 5200 Advanced Anatomy and Physiology I, including lab
BIOL 5300 Advanced Anatomy and Physiology II, including lab
BIOL 5320 Advanced Anatomy and Physiology III, including lab
BIOL 5250 Biostatistics for Nurse Anesthesia I
BIOL 5280 Biostatistics for Nurse Anesthesia II
BIOL 6255 Cell Biology
BIOL 6650 Developmental Biology
BIOL 6300 Epidemiology
BIOL 5780 Genetics
BIOL 5800 Introduction to Research
BIOL 6500 Immunology
BIOL 6600 Microbiology
BIOL 6640 Microbiology II
BIOL 6460 Neuroendocrinology
BIOL 5900 Pathophysiology I
BIOL 6100 Pathophysiology II
BIOL 5700 Pharmacology I
BIOL 6000 Pharmacology II
BIOL 6200 Pharmacology III

Required Nurse Anesthesia Courses
BIOL 5400 Introduction to Anesthesia
BIOL 5450 Basics of Anesthesia
BIOL 5500 Principles of Anesthesia I
BIOL 6270 Principles of Anesthesia II
BIOL 5510 Anesthesia Concepts I
BIOL 5550 Anesthesia Concepts II
BIOL 5570 Anesthesia Concepts III
BIOL 5960 Seminars in Anesthesia I
BIOL 6050 Seminars in Anesthesia II
BIOL 6160 Seminars in Anesthesia III
BIOL 6260 Seminars in Anesthesia IV

Required Nurse Anesthesia Clinical Courses
BIOL 5600, 5760, and 5770: Clinical Experience I, II, and III, Beginning Level
BIOL 6220, 6230, 6240, 6280, and 6290: Clinical Experience IV, V, VI, VII, and VIII, Intermediate Level
BIOL 6420, 6430, 6440, and 6450: Clinical Experience IX, X, XI, and XII, Advanced Level

Required Thesis Courses
BIOL 6310/6320/6330/6340/6350/6360: Research/Thesis Project I–VI

Number of required hours: 75 hours

Admission

Requirements for admission to the nurse anesthesia program include:
A. Baccalaureate degree in nursing or equivalent (related basic science degree) from a fully accredited college with submission of application and a graduate of an approved school of nursing. Coursework in chemistry and physics is strongly recommended.
B. A cumulative G.P.A. of 3.0 on a 4.0 scale for undergraduate studies or evidence of outstanding post-graduation academic achievement.
C. A minimum of one year of experience in an acute care setting as a professional registered nurse.
D. Current licensure as a registered professional nurse, Missouri licen-

BIOL 5570 Anesthesia Concepts III (2)

This course is a continuation of Anesthesia Concepts II and includes the presentation of advanced techniques and monitors in anesthesia specifically related to the specialty areas of regional, pediatric, and obstetric anesthesia care. The advanced principles and techniques associated with each of these specialty areas of practice will be discussed. The topics are integrated with learning labs, continuing clinical experiences in BIOL 6210 Clinical Experience V, and throughout the remainder of the program. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings.

BIOL 5600, 5760, and 5770 Clinical Experience I, II, and III, Beginning Level

Clinical experiences are designed to provide a progressive and integrative experience that coincides with didactic coursework. The clinical experiences are all supervised, and have been divided into four levels, each building on the experience of the previous level. Nurse anesthesia residents attend state-of-the-art computer simulation activities 10 times to serve as a bridge between the classroom and the clinical experiences. It provides opportunities for skills development as well as management of high-intensity, low-frequency events. This closely supervised experience focuses primarily on the management of ASA I and II patients, although the management of ASA III through V cases may be included. Cases involving invasive monitoring will be scheduled as appropriate. It includes all preanesthetic and patient assessment activities for general, regional, and MAC anesthesia, administration of the anesthetic, and postanesthesia care. A weekly case conference following the clinical experience will assist the nurse anesthesia resident in the integration of academic and clinical content. All case scheduling and management will assist the resident in meeting the guidelines and requirements for the National Certification Examination.

6210 v 1 (3 prior 0 9) practicly assigned to ASA I and II pat Tr Professiblem-sg inv

BIOL 5700 Pharmacology I (3)

BIOL 6270 Principles of Anesthesia II (3)
This course is the continuation of BIOL 5500 Principles of Anesthesia I, and includes an advanced focus in pathophysiology and medical and systems management during anesthesia care. It includes a discussion of advanced anesthetic principles and management of various disease states,

Nursing (M.S.N.)

Program Description

The master of science in nursing (M.S.N.) program is designed for registered nurses with a B.S.N. who wish to pursue advanced nursing knowledge. A family centered nursing framework is used to prepare graduates for one of two roles: educator or leader. In addition to specific courses relevant to the student's chosen area of emphasis, students take core courses in nursing theory, nursing research, policy and politics, and family systems nursing. All students complete a synthesis project. Graduates of the M.S.N. program are prepared for positions in nursing education or leadership roles in a variety of settings. The program requires the completion of 36 credit hours. Courses are scheduled in an eight-week format. The M.S.N. program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, New York, 10006, 212-363-5555. The program is available at the St. Louis and Kansas City campuses. It is designed to be a part-time program that students can complete in three years.

M.S.N. Program Outcomes

Upon completion of the program, students should be able to:

- Analyze theories for application to research and practice.
- Analyze the impact of policy, organization, and financing of health care on systems.
- Apply family systems nursing with clients across the health illness continuum.
- Integrate cultural understanding in professional practice.
- Analyze ethical issues relevant to practice.
- Analyze research for application to practice.
- Integrate principles of effective communication in professional settings.
- Implement the role of nurse educator or nurse leader in professional practice.
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rate with faculty and preceptors to examine the role of nurse leader.

Nurse Anesthesia (M.S.)

Course Descriptions

HCED 5210 Instructional Methods (3)

Program Description

The patent agency program prepares students who have a science or engineering background[1] to practice as patent agents before the United States Patent and Trademark Office in patent cases. A patent agent is a non-attorney whose license, issued by the Patent and Trademark Office, allows the person to prepare and prosecute patent applications. The global legal community is experiencing an increasing demand for intellectual property law services, thereby resulting in an increasing demand for patent agents knowledgeable in the field of intellectual property law.

The patent agency program provides the theoretical and practical knowledge needed to enter the field of patent agency well-prepared to prepare and prosecute patent cases. This program does not administer the Patent Agency Bar Examination, as the administration of the examination is the exclusive province of the United States Patent and Trademark Office. However, in addition to the theoretical and practical knowledge this program provides, a student can use the program to help prepare for taking the Patent Agent Bar Examination. Notably, the written portion of the Patent Agent Bar Examination has recently been eliminated. That means that many patent agents who pass the examination could be entering the work force with virtually no preparation in patent application drafting. A course of study that teaches students the art of patent drafting, such as this one, will likely result in the student being more competent, marketable, and hopefully, more highly compensated.

The coursework in the patent agency program is designed to provide students who have a science or engineering degree the opportunity to practice as patent agents before the United States Patent and Trademark Office in patent cases. In addition, the coursework is designed to help prepare students to take the Patent Agent Bar Examination.

Learning Goals for the Patent Agency Program

Upon completion of the program, students should:

- Understand the fundamentals of legal reasoning and analysis.

Nurse Anesthesia (M.S.)

Course Descriptions

LEGL 5260 Methods of Legal Research and Writing I (3)
This course is designed to develop the student's research and writing skills, including legal citations. Methods of Legal Research and Writing I introduces the student to the skills necessary for identifying, locating, and using legal resources, including: primary sources of statutory and case law; secondary authority; and research reference tools commonly located in a law library which are used to navigate the primary and secondary sources. In addition, the students will be introduced to the process of computer-aided legal research. This class also explores the process of legal analysis through the incorporation of the results of legal research into legal argumen

LEGL 5270 Methods of Legal Research and Writing II (3)
This course is a continuation of LEGL 5260. Methods of Legal Research and Writing II is designed to build upon the research skills learned in arch

Nurse Anesthesia (M.S.)

Program Description

The master of arts (M.A.) in professional science management and leadership is designed for professional scientists and engineers who are advancing in their careers in management and leadership roles. The program aims to provide these professionals with competencies in communication, management, leadership, regulatory affairs, intellectual property, finance, ethics, and law. The program will provide a mentoring system, networking experiences, and international opportunities. The program requires 36 credits with a core of 30 credits and an additional 6 elective credits.

Learning Outcomes

Upon completion of the program, students should:

- Be able to write and present information clearly and effectively for a variety of audiences.
- Be able to collaborate and work on a team as well as work across departments.
- Demonstrate leadership skills.
- Recognize the importance of diversity.
- Be able to resolve conflicts.
- Be able to direct employee response to achieve common goals in a changing business environment.
- Be proficient in the budgeting process, both within the company and when appropriate with the federal government.
- Understand the process of product development, the role of marketing, and how patents are involved in company market ventures.
- Understand legal issues and their relation to research, development and products.
-

Nurse Anesthesia (M.S.)

PSML 5700 Marketing and Comparative Analysis for Science Management and Leadership
This course focuses on marketing strategies, product management (including pricing and inventory control), SWOT analysis, competitive intelligence, branding, and methods of market research. Students will also learn how to be effective participants of a focus group. (3 credits) Prerequisite: PSML 5590

BUSN 5200 Basic Finance for Managers
This course examines how to analyze financial reports and statements, forecast budgets, understand life cycle costing, and undertake tax analysis. The course will also emphasize the importance of managing financial risk and techniques for doing so. (3 credits) Prerequisite: PSML 5590

PSML 5800 Project Management
Students will learn to use current project planning tools to develop project plans that aid in bringing a project to completion on time and within budget. Special attention will be given to cost, scope and schedule. GANTT Theory will also be introduced. (3 credits) Prerequisite: BUSN 5200, PSML 5590

PSML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership
This course reconstructs guidelines related to International Standards Organization (ISO), Good Management Practices (GMP), Food and Drug Administration (FDA), OSHA, EPA, and Organization for Economic Co-operation and Development (OECD) and Quality Assurance and Quality Control (QA/QC). (3 credits) Prerequisite: PSML 5590

PSML 6000 Practical Application in Science Management and Leadership
This course will have the senior student carry out a well defined project, such as creating marketing and business plans for a new company, annual fiscal year or 7 year plan, or other appropriate project. Aspects of science management and leadership from the curriculum will be included in the project. Each student will make a final presentation to a panel that includes mentors. (3 credits) Prerequisite: Completion of all other courses in the program.

BUSN 5630 Business Law
This course provides a basic understanding of laws that relate to business with emphasis on the law of contracts, negotiable instruments, secured transactions, business organization and structure, relationships among firms, and property. Case studies are analyzed in order to give the student an understanding of how these various laws have evolved.

INTB 5000 International Business
The student is introduced to the language and terminology of international business and major international political and economic policies that affect modern international businesses. Special attention is given to fundamental concepts of international finance, accounting, law, management, and marketing.

PROC 5840 Negotiations
The course involves scope, strategies, and objectives related to negotiate acquisitions. The preparation, conduct, and documentation of the negotiation process are included.

LEGL 5740 Ownership, Licensing, and Transfer of Intellectual Property
This is a practical skills course covering the basics of contract formation and drafting. This course will cover the preparation and interpretation of agreements affecting the ownership, licensing and transfer of intellectual

Leigh Gerdine College of Fine Arts

Peter E. Sargent, dean
Degrees Offered: B.A., B.F.A., B.M., B.M.Ed., M.M., M.A., M.F.A.
Departments (3): Art; Music; Theatre and Dance

Mission Statement

The mission for the Leigh Gerdine College of Fine Arts at Webster University is to provide students the artistic training, preparation, and scholarship necessary to achieve excellence in the arts as professionals. The faculty of the Leigh Gerdine College of Fine Arts is composed of working professional artists and scholars who share a passion for teaching and who hold the belief that in a diverse and technologically advancing world, the arts serve as an expression of our culture's deeper value. The College's dedication to continuing its longstanding tradition as a center for quality creative expression, combined with the University's continuing commitment as a home of significant professional arts organizations, create the rich artistic, academic, and cultural atmosphere necessary to assure the success of our students in reaching their goals.

This Mission Statement clearly reflects the spirit and atmosphere that permeates the creative atmosphere of the College. The demands placed on students are enormous. In order to succeed, the faculty expect students to be highly disciplined; to be completely focused on the challenges that will be placed in front of them regularly; to be resilient in their spirit to use the talent and instruction available to achieve new levels of excellence; and to understand that to be an artist in our community, it is necessary to be a citizen and a leader.tist in our communitu51culteronn205

Title

Program Description

The master of arts (M.A.) in art is offered with areas of emphasis in art history and criticism, and studio art (ceramics, drawing, graphic design, painting, photography, printmaking, and sculpture). The M.A. in Art History and Criticism typically prepares students to enter Ph.D. programs in the field, and also provides a background in art historical research and contemporary criticism for those interested in art museum and gallery professions. The M.A. in Studio Art degree is an initial professional degree, comprised of a series of class/studio and independent experiences to enhance and develop individual studio practices. This is an ideal degree option for students intending to seek admission to competitive M.F.A. programs, as an advanced degree for secondary art teachers, and as a culminating educational pursuit in its own right.

Applicants should demonstrate advanced preparation through portfolio review, previous coursework, and résumé. In addition to the Webster University graduate admission requirements, applicants must satisfy the admission requirements listed below and petition to study within one of the areas of emphasis. A student admitted into the program will be assigned an advisor from the art faculty. Advancement to candidacy in the M.A. in art program is achieved by completion of a minimum of 6 credit hours with grades of B or above, and a positive faculty evaluation in the Graduate Advancement to Candidacy Review.

Within the first 18 credit hours of graduate work, the M.A. in art history candidate is expected to demonstrate the ability to read art historical writings in either French or German. This requirement may be filled by successful examination of reading knowledge administered by the Department of International Languages and Cultures, or completion of the fourth semester (with at least a 3.0 grade average) of a college or university language course.

An M.A. student in art history must pass a comprehensive written examination (approximately 4 hours) broadly covering the field of art history. Students must take this examination during the semester in which they complete 20 credit hours of graduate work. The comprehensive exam may be retaken only once.

Admission Requirements

1. **For art history and criticism:** bachelor of arts (B.A.) in art history or approved equivalent from an accredited institution
   For studio art: bachelor of fine arts (B.F.A.) from an accredited institution
2. Completed application for the M.A. in art
3. Submission of official transcripts
4. Three letters of recommendation, at least two of which must be from former teachers
5. Statement of approximately 500 words examining reasons for graduate study in art
6. An interview for art history and criticism, or satisfactory portfolio review for studio art, by an appointed committee of full-time art faculty consisting of the department chair, the major professor in the student's potential area of emphasis, and one other faculty member

Program Curriculum

The M.A. student in art must successfully complete a minimum of 36 credit hours of coursework that is relevant to the student's area of emphasisThef emphaw for studio aredcho2crwl -5.555 Td(and one oth

Art

ART 5370 Art Since 1945 (3)
This is a study of art from the pre-World War II migration of European artists until the present. Special focus includes Social Realism, the WPA, and the Harlem Renaissance as influential trends of the second half of the twentieth century. The course includes a significant research project and an oral presentation. Prerequisite: admission to the graduate program in art.

ART 5390 Art and Cultures (3)
Students study a variety of topics including the arts of Africa, Oceania, and pre-Columbian Americas as they relate artistically, sociopolitically, and geographically to these cultures. The course includes a significant research project and an oral presentation. Prerequisite: admission to the graduate program in art. May be repeated for credit if the content differs.

ART 5400 History in Architecture (3)
This is the study of the history of architecture as it relates to the aesthetic and socioeconomic aspects of the built environment. The course includes a significant research project and an oral presentation. Prerequisite: admission to the graduate program in art.

ART 5410 Painting Studio (3)
This studio course explores the spatial organization of various media as related to the expressive aspects of painting. Prerequisite: admission to the graduate program in art. May be repeated for credit.

ART 5510 Sculpture Studio (3)
Advanced study of traditional and contemporary materials, concepts, and techniques involving the three-dimensional use of space is the central focus of this studio. Prerequisite: admission to the graduate program in art. May be repeated for credit.

ART 5530 Ceramic Studio (3)
This course involves advanced problems in techniques and concepts of clay-related arts. Prerequisite: admission to the graduate program in art. May be repeated for credit.

ART 5620 Printmaking Studio (3)
Students explore the advanced techniques, the growth and refinement of imagery, and creative options available through printmaking. Prerequisite: admission to the graduate program in art. May be repeated for credit.

ART 5630 Papermaking Studio (3)
This course covers the development and exploration of advanced concepts and techniques of paper-related arts. Prerequisite: admission to the graduate program in art. May be repeated for credit.

ART 5710 Photography Studio (3)
Students concentrate on advanced study of the techniques and concepts of color and of black-and-white photography. Prerequisite: admission to the graduate program in art. May be repeated for credit.

ART 5730 Seminar in Art Theory and Criticism (3)
Students explore the theoretical issues and related historical framework in the critical interpretation of art. Prerequisites: admission to the graduate program in art and permission of the instructor.

ART 5750 Topics in Art History (3)
In-depth study of particular issues in the history and criticism/theory of art is the central focus of each offering. Prerequisite: admission to the graduate program in art. May be repeated for credit if content differs.

ART 5810 Conceptual Art (3)
This course presents special problems in conceptual, idea, or process art that explore relationships between ideas and the creative process. This advanced study is based on assumptions that inform perception and the relationship between life and art. Prerequisite: admission to the graduate program in art. May be repeated for credit.

ART 5820 Performance Art (3)
This studio creates challenges to traditional art objects and concepts by exploring multimedia performance works that include body, time, and space. Prerequisite: admission to the graduate program in art. May be repeated for credit.

ART 5830 Alternative Media (3)
This course provides advanced study of the history, concepts, and processes involved in alternative approaches to art making. Prerequisite: admission to the graduate program in art. May be repeated for credit.

ART 5950 Advanced Study in Art (3)
This course provides for individual projects for developing professional skills in art or art history. Prerequisites: admission to the graduate program in art and ART 5000. May be repeated for credit.

ART 6250 Thesis (6)
Prerequisite: completion of other art program requirements.

ART 6500 Graduate Internship in Art (3-6)

Program Descriptions

Webster University offers the master of music (M.M.) with a major in composition, jazz studies, music education, performance, orchestral performance, and church music. Students who desire a more general course of studies may pursue the master of arts (M.A.) with a major in music. The M.M. and the M.A. programs conform to the guidelines specified by the National Association of Schools of Music for accreditation.

Master of Music (M.M.)

Graduates of the M.M. program will be trained to further their careers in private studio teaching, private or public school music teaching, or public performance as soloists, ensemble members, conductors, or composers. The emphasis for each student's training will be determined by individual consultation with the major professor, the Director of Graduate Studies in Music, and the Committee for Graduate Studies in Music.

Master of Arts (M.A.)

The M.A. in music is offered without an official area of specialization, although any one or more of several fields within music may be emphasized through elective courses that meet individual needs and career goals. The area of emphasis will be determined by the student in consultation with the graduate committee and the Director of Graduate Studies in Music.

In contrast to the performance-related M.M., academic studies in music and related fields are emphasized in the M.A. in music degree program. Performance and creative musical endeavors, however, will be central to the course of study for many students.

Graduates of the M.A. program will be qualified to teach applied music in the studio or classroom, perform with or conduct ensembles, compose or arrange music, pursue doctoral studies in musicology, theory, or another field, or establish an expertise in any one or several additional areas.

M.M. and M.A. Admission Requirements

Students seeking admission to the M.M. or the M.A. in music programs must submit or complete the following:

1. An application for graduate studies in music.
2. An official transcript that documents the awarding of a baccalaureate degree in music from an accredited institution.
3. A satisfactory audition/interview before an appointed faculty committee. Guidelines for audition repertoire are available upon request from the Director of Graduate Studies in Music or the specific program director (voice, piano, jazz, music education, instrumental studies, and so forth). Please read the following section on Audition Procedures.
4. A satisfactory performance on an entrance examintion in music history and theory. Remedial studies—without credit—may be prescribed for students who have deficiencies in either or both of these areas.
5. Three letters of recommendation, at least two of which should be from former music teachers.

Music Audition Procedures

Church Music

Applicants should prepare a minimum of three works in contrasting styles from the classical or sacred repertoire for piano, voice, or organ as the major instrument. If piano.18/ ef 0 0 9 256.5 590.421 Tm(r)10(eper)-3BDC BT/T12 1 Tf9 0 0 9 256.5 610.

Title

Master of Arts

Applicants should follow the guidelines for their instrument or interest area as listed above. Applicants should discuss audition preparation with the Director of Graduate Studies in Music.

Departmental Standards and Policies

Students should consult the Academic Warning, Probation, and Dismissal sections of this catalog for further information. In addition, the Department of Music Student Handbook, available from the Music Office, includes departmental policies on admission to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to M.M. and M.A. students. This departmental policy manual constitutes an extension of the Webster University Graduate Studies Catalog.

Title

Suggested Electives
MUSC 4010 Composition

Title

Music Education Emphasis

This graduate degree program is designed specifically for public and private school music teachers at all levels (K-12) in the fields of choral, general, and instrumental music. Students complete core classes in music education and in music theory and music history. The remaining coursework is selected from graduate courses in the M.M. curriculum or M.A.T. curriculum. The music education program is a 32-credit-hour program. Applicants to the music education degree program adhere to the admission requirements for all graduate degrees in music.

Required Courses

MUSC 5100, 5110 Analytical Techniques I, II	4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II	6 hours
MUSC 4810 Advanced Aural Skills	2 hours
or MUSC 5520 Kodály Pedagogy I, MUSC 5550 Kodály Pedagogy II and 5580 Kodály Pedagogy III	3 hours
or MUSC 5480 Curriculum Development for the Orff Approach	3 hours
MUSC 5020 Foundations and Principles of Music Education	3 hours
MUSC 5460 Curriculum Design	3 hours
or MUSC 5510 Kodály Musicianship I and 5540 Kodály Musicianship II	2 hours
Major Ensemble—2 semesters	2 hours
MUSC 4910 Webster University Chorale MUSC 4920 Webster University Choral Society MUSC 4940 Webster University Symphony Orchestra MUSC 4980 Webster University Wind Ensemble	
Oral examination	0 hours
Final project (thesis and oral examination or comprehensive written and oral examinations)	0 hours

Electives

Electives in music education	6 hours
Electives in music, music education, and/or education (M.A.T), and others as approved)	6 hours
Total	**32 hours**

Suggested Electives

MUSC 4250 Voice Pedagogy	3 hours
MUSC 5410 Orff, Level I	3 hours
MUSC 5420 Orff, Level II	3 hours
MUSC 5430 Orff, Level III	3 hours
MUSC 5440 Pedagogy in the Orff Classroom	2 hours
MUSC 5450 Arranging and Composing for the Orff Teacher	2 hours
MUSC 5480 Curriculum Development for the Orff Approach	2–3 hours
MUSC 5490 Integrating World Musics into the Curriculum	2 hours
MUSC 5510 Kodály Musicianship I	1 hour
MUSC 5520 Kodály Pedagogy I	1 hour
MUSC 5530 Kodály Music-Making I	1–2 hours

Music Education with Orff Emphasis

Certified teachers (or those who are currently pursuing state certification) may combine courses in music education with studies leading to national certification in Orff Schulwerk methodology. Courses are offered in the evening and dr2 298.22 Tm2b8lsummmeth0sesegratist Schuuctor(e)TJ9 l ceroffer

Title

MUSC 4080 Choral Literature and Techniques (3)
This course surveys choral repertoire primarily from the perspective of

MUSC 5100 Analytical Techniques I (2)
Advanced work in formal analysis, including discussion of sectional forms (binary, ternary, rondo), canon and fugue, sonata and sonatina forms, and hybrid forms such as sonata form with fugal exposition, first-movement concerto form, sonata-rondo, etc. Review of chromatic harmony. Prerequisite: graduate standing or admission to combined degree (B.M./M.M.) program.

MUSC 5110 Analytical Techniques II (2)
This course is designed to prepare students to analyze twentieth-century Western music. Prerequisite: graduate standing or admission to combined degree (B.M./M.M.) program.

MUSC 5120 Seminar in Music Literature I (3)
This course covers selected topics in Medieval, Renaissance, and Baroque music history. Prerequisite: graduate standing.

MUSC 5130 Seminar in Music Literature II (3)
This course covers selected topics in Classical, Romantic, and twentieth-century music history. Prerequisite: graduate standing.

MUSC 5200 Independent Study (1-4)

MUSC 5230 Seminar in Music Business (2)
This seminar addresses the theoretical as well as practical processes of creating a career as a member of a professional ensemble, a free-lance musician, teacher, composer, or conductor. Topics covered could include creating professional work, organizing ensembles, publishing music and method books, and applying for arts grants. Prerequisite: permission of instructor.

MUSC 5320 Advanced Instrumental Conducting (1-4)
The student cultivates skills in conducting instruments and instruments with voices. The course includes studies in score reading, literature, score study, and other appropriate areas of general musicianship, depending on the individual needs of the student. This course may be repeated for credit. Prerequisite: permission of instructor.

MUSC 5330 Advanced Choral Conducting (1-4)
The student cultivates skills in conducting voices and voices with instruments. The course includes studies in literature, score reading, diction, and other appropriate areas of general musicianship, depending on the individual needs of the student. This course may be repeated for credit. Prerequisite: permission of instructor.

MUSC 5410 Orff, Level I (3)
This course will focus on and develop: speech exercises; singing; movement; playing the instruments; improvisation in all media; orchestration in the elemental style; teaching techniques; Bordun orchestrations for pentatonic melodies; movement improvisation; simple folk dances;

Title

MUSC 5550 Kodály Pedagogy II (1)
The Kod·ly approach to music education pedagogy for elementary school includes an emphasis on the development of ear training, sight singing, rhythm, melody, harmony, form, reading, writing, and creating music-all activities through multi-modality experiences. Music materials include American folk songs, multicultural music and art music, and the use of rounds and singing games. Prerequisites: MUSC 5510, MUSC 5520, MUSC 5530 Kodály Level I.

MUSC 5560 Kodály Music-Making II (1)
This class consists of several aspects, all involved with music and music-making: a choral experience, choral conducting, and special topics. Special topics focus on subjects such as multicultural music, Dalcroze eurhythmics, Orff pedagogy, and folk music instrument building and playing techniques. Chamber music performance may also be included. Prerequisites: MUSC 5510, MUSC 5520, MUSC 5530 Kodály Level I.

MUSC 5570 Kodály Musicianship III (1)
An advanced course in aural development, including sight-singing, harmony, analysis, dictation, transposition and score reading. Students master the use of relative solmisation, rhythm syllables and Curwen handsigns. They will also demonstrate proficiency in the use of the voice and keyboard for music teaching. Musicality and musicianship are encouraged throughout the course. Prerequisite: MUSC 5540 Kodály Musicianship II.

MUSC 5580 Kodály Pedagogy II (1)
This course covers Kodály curriculum development and teaching techniques for general music teaching in grades 6–8. Prerequisite: MUSC 5550 Kodály Pedagogy II.

MUSC 5590 Kodály Music-Making III (1)
This course consists of several aspects, all involved with music and music-making: a choral experience, choral conducting, and special topics. Special topics focus on subjects such as multicultural musics (Scotland, Africa, Latin America have been covered, for example), Dalcrose eurhythmics, Orff pedagogy, and folk instrument building and playing techniques. Chamber music may also be included. Prerequisite: MUSC 5560 Kodály Music-Making II.

MUSC 5610 Kodály Materials I (1)
Students will research, collect, analyze and categorize folk materials and art music from which musical learning can be drawn for grades K-2. Creation of a folk song collection to support sequential teaching of tonal, rhythmic and formal skills (a retrieval system) will constitute a final project for the course. Students will be expected to perform the songs, and to be able to play and teach singing games in a stylistically authentic manner.

MUSC 5620 Kodály Materials II (1)
Students will research, collect, analyze, and categorize folk materials and art music from which musical learning can be drawn for grades 3-4. Creation of a folk song collection to support sequential teaching of tonal, rhythmic and formal skills (a retrieval system) will constitute a final project for the course. Students will be expected to perform the songs and to be able to play and teach singing games in a stylistically authentic manner. Prerequisite: MUSC 5610 Kodály Materials I.

MUSC 5630 Kodály Materials III (1)
Students will research, collect, analyze, and categorize folk materials, art music, and octavos from which musical learning can be drawn for grades 5-6. Creation of a folk song collection to support sequential teaching of tonal, rhythmic and formal skills (a retrieval system) will constitute a final project for the course. Students will be expected to perform the songs, and to be able to play and teach singing games in a stylistically authentic manner. Prerequisite: Kodály Materials II.

MUSC 5800 Advanced Studies in Music (1-6)
This course concentrates on advanced topics and may include scoring and arranging, pedagogy, history and literature, performance practices, or musical form. This course may be repeated for credit if content differs. Prerequisite: graduate standing.

MUSC 5900 Supervised Apprenticeship (1-2)
The apprenticeship is a practicum in which a student serves in either a continuing position as a church musician or as an apprentice in a selected position. Supervision is by a Music Department faculty member. Emphasis is on practical experience in the following areas, as deemed appropriate by the supervisor: recruit and plan for, rehearse, and direct a church choir; play the organ for a variety of types of church services; develop and maintain special groups such as children's choirs and bell choirs; budget for and administer a church music program and library;

Title

Arts Management and Leadership

Location

The master of fine arts is offered at the following location:

Continental United States
St. Louis, MO
Home Campus

Program Description

The master of fine arts (M.F.A.) in arts management and leadership is a program to develop professional, enlightened, and imaginative leadership for visual and performing arts institutions. Students will acquire an understanding of the theories of business management and techniques with special emphasis on the application of these skills to the arts. Optional internships and professional residencies will afford the students with practical and meaningful experiences in the field.

The goal of the program is to graduate students who are immediately qualified to assume specialized administrative positions with professional arts organizations and who will eventually assume leading decision-making positions in the field. It is anticipated that these graduates will work to effectively influence policies regarding the appropriate role of arts in our society.

Admission Requirements

1. Previous practical experience in an arts discipline
2. A B.A., B.F.A., or approved equivalent from an accredited institution
3. Completion of an application for the M.F.A. in arts management and leadership
4. Successful and appropriate completion of the Graduate Record Examination
5. Submission of official transcripts
6. Three letters of recommendation
7. Statement of at least 1,000 words examining issues concerning "Arts and the Future"
8. Interview with faculty

Program Curriculum

AMLD 5010 Introduction to Arts Management/Planning	3 hours
AMLD 5020 Legal Issues in the Arts	3 hours
AMLD 5030 Fund-Raising/Development	3 hours
AMLD 5040 Leadership Issues and Board Strategies	3 hours
AMLD 5050 Community and Cultural Policy	3 hours
AMLD 5060 Accounting and Basics in Finance	3 hours
AMLD 5070 Marketing for the Arts	3 hours
AMLD 5065 Financial Issues in the Arts	3 hours
AMLD 5200 Seminar in Arts Leadership	9 hours
AMLD 5210 Thesis Project 3 hours	
AMLD 5220 Completion and Acceptance of Final Thesis	3 hours
MEDC 5453 Stakeholder Management: Non-Profit Communications	3 hours
HRMG 5000 Managing Human Resources	3 hours
Internships or Field Experience	0 hours
Total	**45 hours**

Course Descriptions

AMLD 5010 Introduction to Arts Management/ Planning (3)
This course presents an overview of the issues, problems, and methods involved in the management of a nonprofit cultural organization. Topics to be covered are planning, leading, motivating, controlling, defining roles of staff, communicating with staff and public, becoming accountable to constituencies, and achieving the organization's stated mission. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5020 Legal Issues in the Arts (3)
This course explores specific issues and laws relating to negotiations, contracts, alternative dispute resolution, publicity and privacy rights, freedom of expression, employment law, insurance, copyright regulations, charitable solicitations and contributions, ethical standards, and other applications of nonprofit law. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5030 Fund-Raising/Development (3)
This course examines mission statements, strategic planning, principles, theories, methods, and practical applications of fund-raising, funding institutions (public and private), proposal and grant writing techniques, and philanthropy. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5040 Leadership Issues and Board Strategies (3)
This course examines problem-solving and decision-making processes as they relat2 42.. P examines peFiduce,2ing pran ov(

Arts Management and Leadership

AMLD 5070 Marketing for the Arts (3)
This course examines examples of marketing methods, market research and analysis, audience development strategies, and evaluation techniques. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5200 Seminar in Arts Leadership (9)
The seminar discusses ongoing issues in arts management and decision making. Leaders in the arts will speak. This course may be repeated for credit. Prerequisite: acceptance into the arts management and leadership program.

AMLD 5210 Thesis Project (3)
The thesis project is designed to guide the student through the early phases of writing the required thesis. The thesis should be related to coursework within the program and to the student's work experiences. The total nature of the thesis will be determined by the candidate in conjunction with an advisory committee, but all projects are expected to add to the body of knowledge in the field. The particular topic will be approved by an advisory committee prior to commencement of work on the project. Typical projects might include the following components: 1) identification and description of a problem, 2) review of related literature, 3) data collection and analysis, 4) findings, discussion, and conclusions.

AMLD 5220 Completion and Acceptance of Final Thesis (3)

School of Business & Technology

Dr. Benjamin Ola. Akande, dean
Degrees offered: B.A., B.S., M.A., M.S., M.B.A., M.H.A., M.P.A., D.Mgt.
Departments (3): Business; Management; Mathematics and Computer Science

Mission Statement

To prepare lifelong learners for professional fulfillment in the fields of business and technology through the application of knowledge in a supportive academic environment.

Business

Program Description

The objective of the business curriculum is to provide the student with exposure to the various facets of decision making for business. The use of theoretical knowledge and models for problem solving in business is the heart of the program, with the student acquiring some experiences in the business sciences.

Program Curriculum

The 36 credit hours required for the master of arts (M.A.) in business must include the following courses for the degree:

BUSN 5000 Business (Requisite Course)
BUSN 5600 Accounting Theory and Practice
FINC 5000 Finance
BUSN 5620 Current Economic Analysis
BUSN 5630 Business Law
MRKT 5000 Marketing
BUSN 6000 Integrated Studies in Business

In addition, the student chooses graduate elective courses offered in this major and/or from the program curricula of other majors.

If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another major. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

Course Descriptions

BUSN 5000 Business (Requisite Course) (3)
This course is designed to provide a foundation in such general business concepts as economics, finance, accounting, business law, marketing, and other business sy stems.

BUSN 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in business. The professional seminar supplements the core and elective courses in the area of business by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study.

BUSN 5600 Accounting Theory and Practice (3)
Students examine the accounting function and its role in modern business. Basic accounting theory and principles are examined, and some of the more important contemporary accounting developments are reviewed. Case studies are analyzed with an emphasis on situations from the students' own work experiences. This course is designed for consumers as opposed to producers of accounting.

BUSN 5620 Current Economic Analysis (3)
Implications of current economic events are examined through the applications of economic theory. Emphasis is placed on acquainting the student with methods of economic analysis 0 9 ree:

SECR 5090 Behavioral Issues (3)
This course focuses on historical and contemporary perspectives of human behavior. Theories of behavior in the context of threat-producing activities are discussed. Contemporary issues such as substance abuse, violence, ideologies, and similar themes are examined. SECR 5110 Government Security Management (3)

SECR 5110 Government Security Management (3)
Students in this course will focus on government security, its changing role in the security field, and the increasing complexity of the tasks that government managers face today. Focus of study is on the threats to government due to technology advancements, heightened concerns for the safety of personnel in facilities, the complexities of increased globalization, and the myriad of laws and regulations designed to maintain a balance between securing the country and maintaining its citizens' rights. Students will have an opportunity to analyze and discuss new endeavors by government to secure its institutions and its people. Prerequisite: SECR 5000.

SECR 5120 Business Intelligence (3)
This course is designed to consider the increased business and trade competition among domestic and international markets and the need for business leaders to develop management tools to protect intellectual capital and physical asset from competitors. Students will consider, understand, and analyze methods used to collect information on businesses. In this course, students will explore the true nature of corporate security management in the marketplace and among business alliances, competitors, and governments.

SECR 5130 Investigations Management (3)
This course focuses on the role of investigations in business operations and related issues that must be addressed in any organizational or corporate setting. These issues include legal aspects of investigations, pre-employment screening, employee misconduct investigations, and the protection of intellectual property. Important peripheral issues are the use of polygraph and wiretaps, computer crime investigations, corporate e-mail and Internet use policies, surveillance techniques, and workplace violence. The course will provide students with an overview of the investigative process and discuss its relationship to organizational and management functions. Prerequisite: SECR 5000.

SECR 5140 Critical Infrastructure Protection (3)
This course is an overview and continuing analysis of the President's Commission on Critical Infrastructure Protection (PCCIP) and the efforts to ensure the safety of these vital assets. Originally, the commission studied the critical infrastructures that constitute the life support systems of the United States, determined their vulnerab3.421 Tmuute the life supporsystemty managemens, and 0 01 Tfd -8(ucs cour0a5otat pr)6m(-evulnerab3.

Program Description

The master of science (M.S.) degree-seeking stu-

One Elective (the student will choose from the following courses):

Course Descriptions

CSIS 5300: Database Systems (3)
This course will provide a foundation for understanding database technology by examining the way databases are used, designed and managed. The course will introduce fundamental concepts related to databases with an emphasis on the relational model. The course will cover the principles of designing databases and provide students with introductory experience in developing and using database applications. Management of databases in the workplace and the responsibilities of database administrators will be covered. This course requires a software package, Microsoft Access, for use as the database management system (DBMS)

M.B.A. with an Emphasis in Web Services

The M.B.A. with an emphasis in web services requires a minimum of 48 credit hours consisting of the following courses:

M.B.A. Prerequisite Courses (if necessary):
BUSN 5000 Business
BUSN 5600 Accounting Theory and Practice
BUSN 5620 Current Economic Analysis

M.B.A. Common Core Courses (27 credit hours):
BUSN 5760 Applied Business Statistics
MRKT 5000 Marketing
MNGT 5590 Organizational Behavior
FINC 5000 Finance
FINC 5880 Advanced Corporate Finance
BUSN 6070 Management Accounting
BUSN 6110 Operations and Project Management
BUSN 6120 Managerial Economics
BUSN 6200 Strategy and Competition

M.B.A. Elective Courses to be used as follows (9 credit hours):
COAP 5000 Introduction to Web Services
COAP 5010 Web Development Technologies (XHTML)
COAP 5020 Principles of Data Exchange (Basics of XML)

Completion of the Web Services Certificate Curriculum (9 credit hours):
COAP 5030 Web Services Protocols (UDDI, SOAP, WSDL)
COAP 5040 Databases in Web Services (.NET, Java)
COAP 5050 Web Services Security

Course Descriptions

Courses in the program will be taught in traditional classroom as well as online.

COAP 5000 Introduction to Web Services (3)
This course is designed to be a literacy course that explains Web services, explores the benefits they provide to businesses, and discusses key concepts related to the technology. The course provides a broad overview of new technologies that are involved in the implementation of Web services, introduces Web service strengths and weaknesses, and examines the protocols and technologies involved in Web services.

COAP 5010 Web Development Technologies (3)
This is a course to cover Web design and development topics for students of management information systems (MIS) and business administrators that are interested in developing Web services. The course covers the practical aspects of XHTML, JavaScript, CGI scripts, file sizes, and file formats. Ideas of human computer interface (HCI) psychology and how information is perceived by a site visitor are also addressed. The study of Web graphic design, technology and aesthetics, and how to target an audience in the best and most effective manner is covered.

COAP 5020 Principles of Data Exchange (3)
This course guides the student through the process of creating XML documents and displaying them on the Web. Hands-on exercises are used to learn the essential techniques of handling XML data on the Web. The student will learn how to use data binding and XML Document Object Model scripts to display XML in HTML Web pages. Prerequisite: COAP 5010.

COAP 5030 Web Services Protocols (3)
This course examines the key standards that form the foundation for Web services, XML, WSDL, SOAP, UDDI. The course introduces the main ideas and concepts behind core and extended Web service tech

Program Description

The master of science (M.S.) in finance is designed to provide a quantitative and comprehensive examination of the finance field. Students will advance through corporate finance, investments, and market instruments and institutions. Additionally, students will experience significant exposure to supporting coursework in the closely related fields of accounting and economics. A capstone experience will tie together the major finance topics and expose students to literature, and the analysis thereof, pertinent to the field. After a comprehensive examination of the field, students may choose their electives to satisfy their specific career goals. Students desiring to take advanced certification, such as the CFA (Chartered Financial Analyst) or CFP (Certified Financial Planner), will want to take advanced courses in Investments and Portfolio Management, while students interested in pursuing careers in other fields may want to take Entrepreneurial Finance, Capital Budgeting, International Finance, or similar advanced topics offered by the School of Business.

Program Learning Outcomes

1. Students can determine the value of financial assets.
   a. Students can determine the value of fixed income securities.
   b. Students can calculate the value of equity securities.
   c. Students can discuss market functioning and explain the role efficient markets play in security valuation.
   d. Students can describe the impact of economic conditions on the value of financial assets.
2. Students can analyze the financial decisions of a corporation.
   a. Students can evaluate capital budgeting decisions using standard methodologies.
   b. Students can explain the impact of capital structure decisions on financial performance and cost of capital.
   c. Students can identify agency problems within a corporation and formulate strategies to address them.
   d. Students can utilize financial analysis to assess an organization's financial condition.
3. Students can measure risk and formulate strategies to reduce it.
   a. Students can evaluate credit and interest rate risk.
   b. Students can construct strategies to reduce risk using derivatives

Program Curriculum

The M.S. in finance requires successful completion of 36 credit hours including 27 required credit hours and 9 credit hours of electives. The following courses are required for the M.S. in finance:

BUSN 6050 Macroeconomic Analysis
BUSN 6070 Management Accounting
FINC 5000 Finance
FINC 5210 Investments
FINC 5830 Institutions and Financial Markets
FINC 5870 Derivatives
FINC 5880 Advanced Corporate Finance
FINC 5890 Financial Statement Analysis
FINC 6290 Financial Strategies
Prerequisites: BUSN 5600 Accounting Theory and Practice
BUSN 5620 Current Economic Analysis
BUSN 5760 Applied Business Statistics

Note: Program prerequisites are to be completed before beginning coursework for the M.S. in finance for those students who have not completed prerequisite courses (or an appropriate equivalent) within five years of entering the program and having earned a grade of B or better. If the appropriate prerequisite course content was completed longer than five years prior to entering the program, the department will allow a waiver if the student demonstrates their command of the content area by successfully completing a waiver examination. The prerequisite courses BUSN 5600 and BUSN 5620 may not count as electives in the 36-credit-hour M.S. in finance.

Course Descriptions

BUSN 6050 Macroeconomic Analysis (3)
The course provides the consumer of macroeconomic news a condc9AeT

Finance (M.S.)

FINC 5810 Capital Budgeting and Corporate Investment (3)
The student examines the corporate investment decision process which includes working capital management, financial statement analysis, determination of cash flows, risk return analysis, forecasting, and asset investment. Prerequisite: FINC 5000.

FINC 5830 Institutions and Financial Markets (3)
Students develop a unified framework for understanding financial intermediaries and markets. They examine the structure, regulation, and operation of banking and non-banking financial institutions; analyze how central bank operations affect financial institutions; and develop an understanding of money and capital markets, the flow of funds through the economy, and the role of financial and futures markets. Prerequisite: FINC 5000.

FINC 5840 International Finance (3)
Course content focuses on the environment in which the international financial manager operates. Students study the risks of doing business overseas and the tools available to minimize those risks. Foreign exchange risk, political risk, working capital management, long-term investments and financing, and accounting and control are examined within this context. Prerequisites: BUSN 5600, FINC 5000, or equivalents.

FINC 5850 Issues in Finance (3)
Current and significant issues in finance are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. Prerequisite: FINC 5000.

FINC 5860 Entrepreneurial Finance and Venture Capital (3)
The student examines the challenges of bringing new business and/or products to the marketplace and the strategies involved in obtaining a financing mix for these products. The focus is on designing a capital plan; seeking funds from external sources (such as venture capitalists); and the financing mix needed to make new product promotion successful. The role of the Small Business Administration is discussed.

FINC 5870 Derivatives (3)
This course shows how financial managers can use capital markets technology and explores how derivatives can be used to manage financial risks and position firms to exploit strategic opportunities, reduce financing costs, and structure incentives. Students learn the mechanics of options, forwards, futures, and swaps, and study uses of these instruments. Prerequisites: FINC 5210, FINC 5880, and BUSN 5760 or equivalent.

FINC 5880 Advanced Corporate Finance (3)
This advanced study of corporate financial analysis and planning includes capital budgeting, cost of funds, and capital structure and valuation. Selected topics that may be covered are leasing, mergers, takeovers, business failure, reorganization, and liquidation. A combination of problem-solving and case study methodologies is used to illustrate theories and techniques helpful in financial analysis and planning. Prerequisite: FINC 5000.

FINC 5890 Financial Statement Analysis (3)
Interpretation, analysis, and evaluation of financial reports from viewpoints of creditors, owners, investment firms, and others concerned with business strengths or weaknesses. The impact of general business and specific industry situations, behavior of financial markets, credit or lending criteria, and equity investment standards as related to financial statements to determine present and future financial condition are covered. Prerequisites: FINC 5000 and BUSN 5600 or equivalent.

FINC 5910 Advanced Investments and Portfolio Management (3)
This course is a continuation and expansion of FINC 5210, which provides an introduction to the area of investments. Focus in this advanced class will be on portfolio theory and management. Additional work on advanced derivatives topics will also be included. Prerequisite: FINC 5210.

Capstone Course

FINC 6290 Financial Strategies (3)
This course will be a final, comprehensive finance offering that will make use of cases and/or simulations to enhance the real-world applicability of the finance degree and to integrate all previous coursework. Prerequisite: completion of all other required courses for the M.S. in finance.

Health Care Management

BUSN 5200 Basic Finance for Managers (3)
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able understand financial information contained in financial statements and reports in order to evaluate their unit's financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for BUSN 5200.)

Capstone Course

HEAL 6000 Integrated Studies in Health Care (3)
Within this course, the student chooses a change he or she would like to introduce into his or her service, elaborates and implements a research/development project, and uses the results obtained. During the study, the student keeps a logbook and studies further any needed information. The student writes a detailed report and justifies the actions undertaken. Prerequisite: completion of all other required courses in this major.
Within this course, the student chooses a change he or she would like to introduce into his or her service, elaborates and implements a research/development project, and uses the results obtained. During the study, the student keeps a logbook and studies further any needed information. The student writes a detailed report and justifies the actions undertaken. Prerequisite: completion of all other required courses in this major.

Program Description

The main objective of the human resources development program is to develop professionals in human resources development who have both a broad conceptual understanding of human resources development and a "working knowledge" of a wide range of individual, group, and organization development strategies and tactics. This combination will enhance the careers of students already in human resources development, and increase the likelihood that students wanting to enter the field will be productive in their new careers by leveraging this knowledge base. Another objective of the program is to develop knowledge, skills, and abilities that are relevant in a wide variety of different human resources development settings and roles. For example, the program should prepare students to work in corporate offices, boutique training firms, or human resources development consulting firms.

Program Learning Outcomes

1. Students will demonstrate, through a written exam, their comprehension of the mandatory topics.
2. Students will be able to analyze complex factual situations using the important facts, concepts and theories of the Human Resources Development field to help diagnose best practices, problems, and opportunities for program development.
3. Students will be able to integrate theories and models to develop solutions to complex HRD problems. They will demonstrate the effectiveness of their solutions using either quantitative or qualitative criteria.

Program Curriculum

The 36 credit hours required for the master of arts (M.A.) or the 48 credit hours required for the master of business administration (M.B.A.) must include the following courses for a major/emphasis in human resources development:

HRDV 5000 Introduction to Human Resources Development (Requisite Course)
MNGT 5590 Organizational Behavior
HRDV 5610 Training and Development
HRDV 5560 Group Development and Change
HRDV 5630 Organization Development and Change
HRDV 5700 Career Management
HRDV 5750 Research and Assessment Methods in Human Resources Development
HRDV 6000 Integrated Studies in Human Resources Development

In addition, the student chooses elective courses offered in this major and/or from the program curricula of other School of Business and Technology majors.

If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another School of Business and Technology major. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

Course Descriptions

HRDV 5000 Introduction to Human Resources Development (Requisite Course) (3)
This course introduces the area of human resources development. The objective of the course is to expose students to the breadth of human resources development topics. The primary topics are training and development, career management, and organizational development and change. A wide variety of secondary topics may also be covered in this course, including learning principles, evaluation of human resources development interventions, employee orientation and socialization, performance management and coaching, diversity, and employee counseling.

MNGT 5590 Organizational Behavior (3)
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

HRDV 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in human resources development. The professional seminar supplements the core and graduate elective courses in the area of human resources development by focusing on issues of current and special interest. Course may be repeated for credit if content differs. G 25t(y foct 463.3317 Tm[differ)10(ences in abilities and athLents pursuing dual maj

Program Description

The goal of the human resources management major is to prepare human resource professionals to deal with the complexities and challenges of managing today's workforce. The program content is designed to provide a comprehensive coverage of the major human resource responsibilities, addressing strategic and operational aspects. The courses involve both practical and theoretical considerations in the professional development of men and women in the field of human resources in such settings as business, industry, government, and

Title

and practices for retaining valuable human resources. Students will learn methods for assessing the causes

Program Description

The M.A. in information technology management (ITM) program is designed to educate and develop managers who can effectively manage the planning, design, selection, implementation, use, and administration of emerging and converging information and communications technologies. The program curriculum provides students with the technical knowledge and management knowledge and skills needed to effectively

Information Technology Management

Locations

(continued)
Scott AFB, IL
Shaw AFB, SC
South Orlando Metropolitan Campus, FL
St. Louis, MO
Home Campus
Old Post Office Campus
Westport Campus
WingHaven Campus
Tinker AFB, OK
Whiteman AFB, MO

International
London, United Kingdom

ITM 5600 Information and Communications Security (3)
This course focuses on the analysis and management of information and information systems security including processes, technology, and facilities.

ITM 5900 Issues in Information Technology Management (3)
Current and significant issues in information technology management are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

ITM 6000 Final Project in Information Technology Management (3)
This capstone project course is designed to give students the opportunity to synthesize, integrate, and apply the technical and management knowledge and skills acquired in other courses in the information technology management curriculum. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major. Prerequisite: completion of all other required courses in this major.

Title

INTB 5660 Global Competition and Strategies (3)
Students examine the globalization process from basic export/import modes to global consortia, and the operational and strategic requirements of businesses initiating global operations. The economics of international trade and finance, the relation of capital flows and commercial R&D to economic and productivity growth, and the influence of company allocative decisions on competitive performance are examined. Course content focuses on strategic management of global operations and strategies associated with the functions of organization, production, marketing, financial management, human resources development, R&D, communication (EDI, SQL), and control.

INTB 5710 Cross-Cultural Management (3)
The cultural, attitudinal, and behavioral differences that affect international business are examined. Course content focuses on the cultural differences between nations and how these differences affect social organizations. The management of multinational corporations from the perspective of environment, structure, process, and interfirm and intrafirm relations is considered.

INTB 5720 International Trade and Finance (3)
Students examine the theories, policies, and instruments (tariffs, quotas) of international trade and consider trade integration. Course content focuses on international trade, trade policy, the foreign exchange, and balance of payments in international trade. Theories and policies of direct investment in foreign markets are considered.

INTB 5730 Regional Economic and Geographic Perspectives (3)
Students examine goals, performance criteria, and policy instruments within different economic systems from the perspectives of growth, efficiency, and stability. The increasing regionalization of markets through trading blocs is examined, with particular focus on marketing in the post-1992 European community.

INTB 5890 Issues in International Business (3)
Current and significant issues in international business are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

INTB 5910 European and United States Economic Thought (3)
The student examines and compares European and United States economic thought in the context of the transformation of Europe and the United States from agrarian and commercial economies to modern industrial states.

INTB 5920 Japanese and United States Economic Thought (3)
Course content focuses on the theories critical to Japan's emergence as an industrial state and compares the history and development of contemporary economic thought in Japan to that of the United States.

INTB 5930 Modern Europe: Economic, Political, and Business Development (3)
The student studies demographic, technical, social, political, and business changes in twentieth-century Europe, with a focus on the interrelationship of these factors since 1945.

Management and Leadership

Course Descriptions

The following are course descriptions for the graduate non-profit management offerings.

BUSN 5210 Financial Management for Nonprofits
This course will prepare students to understand and participate in the financial management of nonprofit organizations. The course will provide an overview and specifics of nonprofit financial management, including budgeting, resource allocation, accounting, financial reporting (internal, board, and governmental), and working with CPAs.
Prerequisite: None

MNGT 5010 Nonprofit Organizations – Context, Legal Structure, Organization, Design, and Practice
This course provides an overview of the management functions relevant to nonprofit organizations, including legal structure, organizational design and behavior, communications, ethics, managing information systems, assembling and managing boards, as well as program design and implementation. The focus of the course is integration of theory and real-world application in nonprofit organizations.
Prerequisite: None

MNGT 5210 Nonprofit Revenue Development
The primary focus of this course is to learn how to identify and implement related business opportunities to generate revenue streams to supplement or replace the traditional nonprofit fundraising and development activities. The course will provide an understanding of the specific skills, and knowledge required to lead and manage the revenue development process in today's nonprofit organizations. Through readings, discussion, and best-practices, students will identify and examine related business revenue development and fundraising issues and methods with a goal of becoming a self-sustaining nonprofit organization.
Prerequisite: None

MNGT 6010 Planning and Program Evaluation – A process in Nonprofit Organizations (Capstone)
This capstone course focuses on strategy, planning and program evaluation in nonprofit organizations. Students will integrate these skills into a capstone project to address a specific need of their individual organization or an organization of their choosing. Students will present their final projects before a "review board" for evaluation and feedback.
Prerequisite: Completion of all prior Nonprofit course work, or approval of instructor.

MRKT 5010 Marketing for Nonprofits
This course will provide a comprehensive survey of the fundamentals and issues of marketing in the nonprofit sector. Topics will range from public relations practices, branding of products and services, marketing to potential funders, and other marketing issues relating to nonprofit organizations. The focus of the course is on the managerial process necessary to enhance the visibility of the nonprofit organization.
Prerequisite: None

HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits
This course is about managing and developing the varied human resources internal to nonprofit organizations. These resources include staff, volunteers, board members, and trustees. The course will focus on the selection, development, management, and relationships of these vital human resources in nonprofit organizations.
Prerequisite: None

Program Description

The objective of the marketing core is to provide an opportunity for the student to study the dynamics of human behavior that affect marketing decisions. Included in this analysis is an examination of effective marketing practices and procedures and the analytical techniques required prior to basic marketing decisions.

Program Learning Outcomes

1. Graduates will be able to develop a complete marketing research document which involves gathering the information, analyzing the information, analyzing the data collected, and forecasting the critical information which is in support of the marketing plan
2. Graduates will be able to demonstrate the ability to identify and select markets for specific products to be targeted.
3. Graduates will be able to demonstrate and quantitatively understand the nature of the marketing mix, and the judgment required for allocating scarce resources across the marketing mix.
4. Graduates will be able to demonstrate the ability to develop a fully integrated promotion plan to support the overall marketing plan.
5. Graduates will be able to create a comprehensive

Program Description

The curriculum is designed to provide a broad theoretical and applied background in the managerial disciplines required to manage effectively the development, procurement, contracting, and channeling of material, services, and major systems.

Program Learning Oucomes

1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of procurement and acquisitions management.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of procurement and acquisitions management when analyzing com-

Course Descriptions

PROC 5000 Procurement and Acquisitions Management (Requisite Course) (3)
This course is an overview of acquisitions and materials management. Students examine the functional roles of those individuals having responsibility in this area. The course includes discussion of acquisition law, operations management, pricing, negotiations, and logistics.

PROC 5220 Systems Procurement and Project Management (3)
Development, procurement, and management of major systems are studied. Systems management, life-cycle acquisition, and project management as a multifunction managerial and systems concept are examined.

PROC 5270 Acquisitions Management (3)
Students examine the theory and practice of acquisitions management and the control of materials in a business enterprise. Engineering, production, marketing, finance, transportation, warehousing, and inventory control and the relationship of these activities to the acquisitions management function are investigated.

PROC 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in procurement and acquisitions management. The professional seminar supplements the core and elective courses in the area of procurement and acquisitions management by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study.

PROC 5810 Acquisitions Law (3)
The legal framework for acquisition contracts is examined. Students review the Uniform Commercial Code as it relates to acquisitions and basic contract law.

PROC 5820 Operations Management (3)
Needs assessments are translated into facilities procedures and operating methodologies. The course includes an analysis of inventory, reliability and quality assurance, value analysis/engineering, and site and layout analysis.

PROC 5830 Pricing (3)
The student reviews the competitive and financial environment related to price proposals utilizing the techniques of cost and price analysis, life-cycle costing, return on investment, and cost-benefit analysis.

PROC 5840 Negoginvestmprice propo2, rlity

acquisitions. The preparation, conduct, and documentation of the nego tinv process are included.

PROC 5850 Logistics Management (3)
This student reviews the area of physical distribuv management,

Locations

SPSM 5700 Space Commanding Systems (3)
This course is recommended only for space systems engineering and technical management track students due to the technical content

Certificate in Remote Sensing Analysis and

Degree Completion

The M.B.A. requires advancement to candidacy and satisfactory completion of a minimum of 36 credit hours of M.B.A. degree coursework, or a minimum of 48 credit hours of M.B.A. degree and area of emphasis coursework.

Students who require prerequisite courses may have to complete more than the minimum of 36 credit hours to receive the M.B.A. or more than 48 credit hours for the M.B.A. with an emphasis.

Dual Degree Option: M.B.A./M.H.A.

The MBA/MHA dual degree option requires the completion of 54 credit hours consisting of the 9 required core courses (27 credit hours) in the Master of Health Administration (MHA) and the 9 required core courses (27 credit hours) in the Master of Business Administration (MBA), as listed in the respective sections of this catalog. Upon completion of the 54 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement. Dual degree students must take BUSN 5760 Applied Business Statistics, but they may substitute another relevant graduate course for the HLTH 5100 Statistics for Health Administration requirement. (They may also complete both statistics courses as an option.)

Sequential M.B.A.

A student who holds an M.A., M.S., or an equivalent graduate degree from Webster University or from another regionally accredited college or university (or its international equivalent) may earn a sequential M.B.A. from Webster University.

Transfer credit may not be applied toward the sequential M.B.A., except as specified below.

These conditions apply to the student seeking the sequential M.B.A.:

- The student must meet the core course requirements of the M.B.A. If the student enrolled in any of the M.B.A. core courses as electives in his or her M.A. program, 6 credit hours of those M.A. courses may be counted toward the 27 credit hours of M.B.A. core courses, thus reducing the M.B.A. core requirements to 21 credit hours. If more than 6 credit hours of the M.B.A. core courses were taken in the M.A. program, then substitutions will have to be made for those courses in order to fulfill the 21 remaining credit hours required for the M.B.A. degree.
- Advancement to Candidacy for Sequential M.B.A.
- Sequential M.B.A. degree-seeking students who received the M.A. or M.S. from Webster University will be advanced to candidacy with the initial registration.
- A student who received the master's degree from

Master of Business Administration

BUSN 6070 Management Accounting (3)
The student examines advanced topics in management accounting as these relate to management information needs for planning, control, and decision making. Topics include interpretation of standard cost variances; application of quantitative techniques; evaluation of divisional performance; activity-based costing; and the behavioral impact of accounting systems. Prerequisites: BUSN 5600 and BUSN 5760.

BUSN 6080 Business Information Systems (3)
The student examines information systems in business organizations. This course will develop the framework for an information system and explore how systems that support the business functions of the organization are integrated and aid the manager with decision-making responsibilities within the operational, tactical, and strategic hierarchy of the company. Underlying the examination of various organizational information systems will be an exploration of emerging technologies that drive these systems. This course provides the student with the skills necessary to effectively understand and use information technology and shows how information technology provides organizations with a strategic competitive advantage. Students who have completed MNGT 5540 may not take BUSN 6080.

BUSN 6100 Quantitative Business Analysis (3)
Students examine the techniques of optimum research allocation, emphasizing the application of the quantitative methods to practical problems. Topics covered include: optimum values, minimum and maximum values with and without constraints, queuing, linear models and techniques, and statistical methods. Emphasis is less on derivation than on application. Examples used for application come from all areas of business, manufacturing, and institutional experience.

BUSN 6110 Operations and Project Management (3)
This is a course that focuses on the major managerial issues in manufacturing management and the tools that can be used to manage them. Special attention will be given to project management, including PERT, critical path scheduling, and time-cost models, in operations management and other business settings. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. The analytical tools covered include queuing theory, statistical quality control, linear programming, and learning curves. Where appropriate, the use of operations management techniques in service and distribution organizations will be demonstrated. Prerequisite: BUSN 5760.

BUSN 6120 Managerial Economics (3)
The student examines the application of microeconomic theory as applied to the managers' responsibilities within the organization. This course should emphasize the quantitative and qualitative application of economic principles to business analysis. Prerequisites: BUSN 5620 and BUSN 5760.

BUSN 6140 Business Research Analysis (3)
The student examines the application of the tools and methods of research to management problems. The course focuses on the nature of research; the use of research in decision making; decision making; research concepts and methods for the collection, analysis, and interpretation of data from surveys, experiments, and observational studies; and the evaluation, use, and presentation of research findings.

BUSN 6150 Business Communications and Technology (3)
The student examines the methods, protocol, and appropriateness of various forms of communication for business decision making, which include written, oral, networking, teleconferencing, e-mail, and other modern methods of communication that are required in today's business world. The course should include all types of communications the student needs to operate in the national and international aspects of business, including sales promotions and financial promotions, as well as computer networking within the business structure.

Capstone Course

BUSN 6200 Strategy and Competition (3)
The student examines the conceptual and practical aspects of business policies and policy decision making by utilizing all the concepts, theories, and tools that were presented in the previous courses. The student should be able to analyze and recommend a comprehensive and workable approach to the situation. The course should cover current business issues and developments. Prerequisites: completion of all other required courses in the M.B.A.

Master of Health Administration

Program Description

This course of study builds a broad conceptual understanding of the health care industry, and develops specific, focused administrative skills that will help graduates guide health care organizations toward greater efficiency and effectiveness.

Program Learning Outcomes

1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of health care management.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of health care management when analyzing complex factual situations.
3. Graduates will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of health care management when developing solutions to multifaceted health care management problems in complex factual situations.

Program Curriculum

The 36 credit hours required for the master of health administration (M.H.A.) or the 54 credit hours required for the master of business administration (M.B.A./M.H.A. dual) degree must include the following courses:

HLTH 5000 Organization and Management in Health Administration
HLTH 5020 Organizational Planning and Change in Health Administration
HLTH 5040 Human Resources Management in Health Administration
HLTH 5050 Financial Management in Health Administration
HLTH 5070 Financial Analysis in Health Administration
HLTH 5100 Statistics for Health Administration
HLTH 5120 Issues in Health Policy
HLTH 5140 Health Administration Law
HLTH 6000 Integrated Studies in Health Administration

In addition, the student chooses elective courses offered in this major and/or from the program curricula of other School of Business and Technology majors.

If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another School of Business and Technology major. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

Dual Degree Option: M.B.A./M.H.A.

The MBA/MHA dual degree option requires the completion of 54 credit hours consisting of the 9 required core courses (27 credit hours) in the Master of Health Administration (MHA) and the 9 required core courses (27 credit hours) in the Master of Business Administration (MBA), as listed in the respective sections of this catalog. Upon completion of the 54 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement. Dual degree

HLTH 5050 Financial Management in Health Administration (3)
This course emphasizes the managerial aspects of health administration finance that managers need in order to interact with the financial and budgeting systems. The course offers a brief review of different types of accounting systems in health administration. The impact of third-party

Master of Public Administration

Locations

Master of public administration courses are offered at the following locations:

Program Description

The M.P.A. is designed to provide a developmental framework for those interested in leadership and management in the public service. It examines the public and non-profit sectors of society, with an analysis of management techniques and the leadership experience used in applying these techniques to public policy decision-making. The curriculum seeks to examine in depth the nature of public servants, the tools at their disposal, and various roles in public organizations.

Program Learning Outcomes

1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of public administration.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of public administration when analyzing complex factual situations.
3. Graduates will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of public administration when developing solutions to public administration multi-faceted problems in complex factual situations.

Program Curriculum

The 36 credit hours required for the master of public administration (M.P.A.) must include the following courses for a major in public administration:

PADM 5000 Public Administration (Requisite Course)
PADM 5820 Planning and Evaluation
PADM 5830 Administrative Law and Processes
PADM 5840 Budgetary Theory and Analysis
PADM 5850 Research and Assessment in Public Administration
PADM 5870 Public Personnel Management
PADM 5890 Public Policy and Administration
MNGT 5590 Organizational Behavior
PADM 6000 Integrated Studies in Public Administration

In addition, the student chooses 9 credit hours of elective courses offered from the program curricula of other School of Business and Technology majors.

If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another School of Business and Technology major. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

Course Descriptions

PADM 5000 Public Administration (Requisite Course) (3)
This course is designed to foster in the student an understanding of the background and history of public administration as a discipline; to develop an understanding of organizational theory in both classical and contemporary approaches; and to examine the design of organizations and the environment of the political subsystems in which administrators function.

PADM 5820 Planning and Evaluation (3)
This course introduces students to the basic methods of inquiry utilized in organizational planning and evaluation. The application of these research techniques to the solution of organizational and policy problems is considered.

PADM 5830 Administrative Law and Processes (3)
The student examines the system of administrative law and in some instances uses specific case studies to indicate the development of this system. The influence of administrative law on the conduct of public operations is examined.

PADM 5840 Budgetary Theory and Analysis (3)
The student examines analytical approaches to governmental budgeting, which include PPBS, zero-base budgeting, and cost-benefit analysis. The political environment of the public budgeting process is analyzed.

PADM 5850 Research and Assessment in Public Administration (3)
This course introduces students to basic descriptive and inferential statistics, research principles, sampling designs, survey methodologies, and simple experimental and quasi-experimental designs. The course also introduces students to other assessment methods used by public administrators.

PADM 5870 Public Personnel Management (3)
This course focuses on the principles and practices of public personnel management. Approaches for motivating and evaluating personnel are explored. Individual and group behaviors under the systems of both civil service and public collective bargaining are considered. Methods of compensation for employees and managers are examined.

Master of Public Administration

PADM 5880 Issues in Public Administration (3)
Current and significant issues in public administration are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

PADM 5890 Public Policy and Administration (3)
The student explores the interrelationships between political issues and the formation of public policy. Emphasis is given to both the development and implementation of public policy. Specific case studies provide examples of national as well as state and local policy making and include intergovernmental issues.

MNGT 5590 Organizational Behavior (3)
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

Capstone Course

PADM 6000 Integrated Studies in Public Administration (3)
The student is expected to synthesize and integrate the learning experiences acquired in public administration and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.

Applicant Selection

Debra Carpenter, dean
Degrees Offered: B.A., M.A.
Undergraduate Departments (2): Communications and Journalism; Electronic and Photographic Media
Graduate Department: Media Communications

Mission Statement

Who we are: The School of Communications professors are student-centered professional media educators, practitioners, and theorists.

Our mission: The School of Communications prepares graduates who can promote professional excellence in communication fields.

In order to accomplish this mission, we in the School of Communications are committed to a learning environment where:

- Our students' communications education builds on the foundation of a liberal arts learning environment of the university;
- Our students learn current and emerging theoretical, technical, creative, and managerial aspects of communications;
- Our students learn the aesthetic, historical, social, ethical and global aspects of communications;
- Our students learn how to become future industry leaders, professionals and knowledgeable consumers of media;
- Our students learn how to engage in their chosen communication fields through educational opportunities, field experiences, internships and interactions with professionals;
- Our students learn how to become lifelong learners of evolving technologies in rapidly-changing media fields.

The results: Graduates of the School of Communications are highly competitive individuals who are able to make immediate contributions to their fields.

The School of Communications offers Master of Arts degrees in five areas. They are:

- Advertising and Marketing Communications
- Communications Management
- Media Communications
- Media Literacy
- Public Relations

The M.A in Communications Management and the M.A. in Public Relations are available online. For more information, please visit online.webster.edu.

Special Study Opportunities

Master of Business Administration (M.B.A.) students may elect an area of emphasis in media communications. Students are required to complete the program curriculum for the emphasis in media communications and the degree requirements for the M.B.A. for a total of no less than 48 credit hours. Students who require prerequisite

Advertising and Marketing Communications

Program Description

The Master of Arts (M.A.) degree in advertising and marketing communications is intended for students who have both an interest and background in advertising and marketing communications. This degree provides additional theory and application for students who want to advance in their careers. The M.A. degree in advertising and marketing communications is a specialized concentration available to individuals who qualify for the program. Qualifications include an educational background or three years professional experience in this area. Students without educational background or experience in advertising and marketing communications are required to enroll in 6 credit hours of prerequisite coursework. The selection of prerequisites will be determined through consultation with an academic advisor. Students must earn a grade of "B" or better in the prerequisite courses before they will be allowed to enroll in graduate courses. The prerequisite courses do not count toward the 36 credit hours required for the degree, nor will they be considered as part of the credit hours required for advancement to candidacy. This degree is not intended to be production-oriented and therefore, students interested in developing a creative portfolio may wish to consider undergraduate coursework in advertising.

Prerequisite Courses

A student must have completed a minimum of 6 hours from the following undergraduate courses (or their equivalents). These requisites must be listed on an official transcript.

ADVT 1940 Introduction to Marketing Communications
ADVT 2550 Creative Strategies
ADVT 2910 Writing for Advertising
ADVT 4040 Advertising Production
ADVT 4910 Advertising Research
MNGT 3500 Marketing
MNGT 3510 Advertising
MNGT 4570 Marketing Research

Student Learning Outcomes

Successful graduates of this program will be able to:

- Demonstrate a working knowledge of the full spectrum of advertising and marketing communications activities and their organizational structure;
- Analyze a client's specific marketing situation and use critical thinking skills to determine appropriate marketing communications objectives, strategies, and tactics to accomplish the client's goals;
- Understand the essential role of traditional and non-traditional media to achieve advertising objectives;
- Evaluate the effectiveness of a marketing communications plan and give productive direction to a team;
- Stay competitive in the use of emerging technologies as applied to the field of advertising and marketing communications;
- Understand the influences of culture and international business practices to develop more socially responsible and effective global advertising and marketing communications;
- Challenge conventional thinking and current practices to foster breakthrough advertising and marketing communications strategies and concepts;
- Develop a forward-thinking mindset to anticipate and take advantage of changes in consumer trends, non-traditional media, and new technologies that affect marketing communications.

Program Curriculum

Advertising and Marketing Communications

Students choosing this degree may focus on either advertising or marketing communications or both. MEDC 5000 Media Communications is the requisite course in the advertising and marketing communications program. It examines communications theory and its application in mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. *Any variation from this curriculum should be approved in advance using a program option request.* The required and elective courses may be taken as Directed Studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures and approved by the Director of Graduate Studies. Students taking courses that are a part of their approved curriculum and that are outside of the School of Communications should verify prerequisites with appropriate school or college.

The course of study for students working towards an M.A. in advertising and marketing communications is as follows:

Core Courses (21 credit hours)

MEDC 5000 Media Communications (Requisite Course)
MEDC 5310 Media and Culture
MRKT 5940 Promotional Management
ADVT 5321 Advertising Decision-Making
MEDC 5350 Media Organization and Regulations
MEDC 5400 Media Production Management
MEDC 6000 Seminar in Media Communications

Emphasis Courses

A minimum of 15 credit hours must be completed from the following:

ADVT 4190 Advertising Research
ADVT 4200 Media Planning, Buying, and Selling
ADVT 5301 Marketing Communications: Sales Promotion
ADVT 5302 Marketing Communications: Product Publicity
ADVT 5303 Marketing Communications: Merchandising and Point-of-Purchase
ADVT 5304es

Advertising and Marketing Communications

ADVT 5305 Marketing Communications: Business-to-Business
ADVT 5341 Writing for Advertising
ADVT 5440 Media Buying and Market Analysis
ADVT 5501 Creative Planning and Strategy
ADVT 5502 Multinational Advertising
MEDC 5300 Strategic Communications

Advertising and Marketing Communications

MRKT 5000 Marketing (3)
Students examine the character and importance of the marketing process, its essential functions, and the institutions exercising those functions. Course content focuses on the major policies that underlie the activities of marketing institutions and the social, economic, and political implications of such policies. Prerequisite: There are no formal prerequisites for this course. However, it is assumed the student has adequate writing, mathematical, and analytical skills.

MRKT 5940 Promotional Management (3)
Students examine the use of all available promotional vehicles to communicate to potential customers the messages that support the objectives of the marketing plan. Each of the four elements of the promotion mix is covered: advertising, publicity, sales promotion, and personal selling. Specific focus is applied to building differentiated value perceptions in the customers in relation to competitors' products. Students who intend to take MRKT 5950 Consumer Behavior as an elective should take it before MRKT 5940 Promotional Management. Prerequisite: MRKT 5000 Marketing.

MRKT 5950 Consumer Behavior (3)
The course includes an analysis of consumer motivation, buyer behavior and perceptions, market adjustment, and product innovation relative to current theories of consumer market behavior and product reactions. Communication vehicles necessary to target specific marketing strategies to address unique consumer buyer behavior traits are an integral part of this course. Prerequisite: MRKT 5000 Marketing.

MEDC 5000 Media Communications (Requisite Course) (3)
This is the requisite course in the advertising and marketing communications program. Students examine communications theory and its application to mass media. Consideration is given to the distinctive characteristics of each of the major mass communications systems, including

Media Communications

work breakdown structures. The Information Systems of acquisition process and negotiation strategies along with conflict resolution will be introduced. Conflict resolution will be applied to the negotiation process and the teaming environment. Particular emphasis will be placed on the importance of planning throughout the life cycle of the project. Prerequisite: There are no formal prerequisites for this course. However, it is assumed the student has adequate writing, mathematical and analytical skills.

HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development (3)
This course introduces the student to the various theories concerning values and human acquisition of values. Students explore personal value systems and how these systems influence their behavior and the behavior of others. Students examine ethical standards that can relate to human resources development and how these standards can affect actual workplace situations. This course investigates selected legal issues and situations that relate to the practice of human resources development.

HRMG 5000 Managing Human Resources (3)
This course is a comprehensive view of personnel policy development with emphasis on the interdependence of personnel and operating functions. Students analyze personnel functions of recruitment, development, training, compensation, integration into the workforce, and maintenance of personnel for the purpose of contributing to organizational, societal, and individual goals.

INTB 5000 International Business (3)
The student is introduced to the language and terminology of international business and major international political and economic policies that affect modern international businesses. Special attention is given to fundamental concepts of international finance, accounting, law, management, and marketing. Prerequisite: There are no formal prerequisites for this course. However, it is assumed the student has adequate writing, mathematical, and analytical skills.

INTB 5650 International Business Management (3)
Course content focuses on the development of management skills related to multinational business. Students examine the issues of operating in a foreign country or across national boundaries and how management theory and practice in an international setting differ from those in the United States.

MNGT 5000 Management (3)
In this course, the student is introduced to the basic concepts of management and organizations. Primary emphasis is given to three primary functions: planning, organizing, and controlling. Additional topics include organizational theory, the global environment, ethics, and decision-making. Prerequisite: There are no formal prerequisites for this course. However, it is assumed the student has adequate writing, mathematical, and analytical skills.

MRKT 5000 Marketing (3)
Students examine the character and importance of the marketing process, its essential functions, and the institutions exercising those functions. Course content focuses on the major policies that underlie the activities of marketing institutions and the social, economic, and political implications of such policies. Prerequisite: There are no formal prerequisites for this course. However, it is assumed the student has adequate writing, mathematical, and analytical skills.

MEDC 5000 Media Communications (Requisite Course) (3)

Media Communications

MEDC 5460 Media Research (3)
The course introduces students to the major research methodologies, communication theories, and topics of study within media research. Theories, models, and methods are applied toward the development of research projects. Students discuss and examine qualitative and quantitative methods of media research employed by various aspects of the media. Prerequisite: MEDC 5000 Media Communications. MEDC 5310 Media and Culture recommended.

MEDC 5500 Professional Seminars (1-3)
Students may supplement the core and elective courses in media communications with professional seminars designed to examine contemporary issues in this field. Course may be repeated for credit if content differs. Graduate students may apply to substitute 3 seminar credit hours for one emphasis course using a program option request form. Prerequisite: Undergraduate seniors require approval of academic advisor.

MEDC 5550 Topics in Media Communications (3)
This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as graduate-level writing, research and critical thinking; media literacy and video production; ethical issues in the media, account planning for advertising and public relations, applications for podcasting and blogs, creating cultural change through organizational communications, etc. Prerequisite may vary with the topic. May be repeated once for credit if content differs and is appropriate for the student's course of study.

MEDC 5600 Introduction to Interactive Communications (3)
A practical introduction to interactive media. The course will address concepe cud(3.4e couasr medu methotechn[A)6(arious ad(3.4e)6(el writ)]TJ3.63069 0 0 9 42 318.421 Tm(-)Tj930 0 9 42 563couas-8(tising e Com,pe cud Tm[A

Media Communications

Program Description

The Master of Arts (M.A.) degree in media communications is for students who have both an interest and background in communications.

The M.A. in media communications is a specialized concentration available to individuals who qualify for the program. Qualifications include an educational background in their intended area of graduate communications study or professional experience in their area of interest. Students without educational background or experience in the communications field are required to enroll in 6 credit hours of prerequisite coursework. The selection of prerequisites will depend on the student's area of academic interest in communications and will be determined through consultation with an academic advisor. Students must earn a grade of "B" or better in the prerequisite courses before they will be allowed to enroll in graduate courses. The prerequisite courses do not count toward the 36 credit hours required for the degree, nor will they be considered as part of the credit hours required for advancement to candidacy.

Student Learning Outcomes

Successful graduates of this program will be able to:

- Understand the breadth of media communications;
- Use multiple perspectives to examine media;
- Examine media in multiple contexts: cultural, economic, political, etc.;
- Look at media as product, process and commentary;
- Apply research strategies to analyze media;
- Apply qualitative and quantitative research methodologies

Program Curriculum

M.A. in Media Communications

The 36 credit hours required for the M.A. in media communications degree must include the following courses (21 credit hours):

MEDC 5000 Media Communications (Requisite Course)
MEDC 5310 Media and Culture
MEDC 5350 Media Organization and Regulations
MEDC 5360 International Communications
MEDC 5400 Media Production Management
MEDC 6000 Seminar in Media Communications
MEDC Elective—One additional core course from MEDC electives, as determined through consultation with an academic advisor

In addition to the seven core courses, the student can choose elective courses offered in the other School of Communications majors. Courses from program curricula outside the School of Communications may be considered, if appropriate and approved in advance using a program option request form. Students taking courses that are a part of their approved curriculum and that are from outside of the gram **3T. Cou Dsscripdditsuons**33 (de tt1achsiutn ai0(ed in tpublmunicatide of thi(ousr Schoo(-)Tj 9 0 025635 461.4 (3

Media Communications

cifically to prepare journalism teachers at the high school and elementary level for Missouri state certification.

JOUR 5360 Teaching Journalism Topics (3)
Designed as a seminar, this course will provide an overview of teaching and advising publications. Topics to be discussed include: press rights and responsibilities, news gathering and reporting, design, photojournalism, copyediting, communication law, electronic journalism, management and business skills necessary for advising publications. Participants will receive hands-on experience that can be used in the classroom.

MEDC 5000 Media Communications (Requisite Course) (3)
This is the requisite course in the media communications program. Students examine communications theory and its application to mass media. Consideration is given to the distinctive characteristics of each of the major mass communications systems, including print, radio, film, television, and interactive media. The course introduces students to the graduate program and describes program expectations as well as introduces research methodologies used throughout the program and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. Prerequisite: students should have an educational background or professional experience in media communications, or they must enroll in 6 credit hours of additional preparatory undergraduate coursework, as determined by an academic advisor.

MEDC 5200 Directed Studies in Media Communications (3-6)
Under faculty supervision, students examine an area of specialty not currently offered in the media communications curriculum. The student must have prior approval before enrolling. Prerequisite: MEDC 5000 Media Communications. Course may be repeated for credit if content differs, not to exceed 6 credit hours.

MEDC 5290 Issues in Media Communications (3-6)
Current and significant issues in media communications are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Prerequisite: MEDC 5000 Media Communications. Course may be repeated for credit if content differs.

MEDC 5310 Media and Culture (3)
This course examines the mass media as it reflects and influences the attitudes, values, behaviors, myths, and preoccupations that define a given culture. The course considers the functions of mass media in society and the effect on the individual. Prerequisite: MEDC 5000 Media Communications.

MEDC 5332 Media Communications Production: Graphics (6)
This course is composed of two elements. First, the student is introduced to the prepress environment, which includes the production process, the current utilization of offset lithography in conjunction with advanced digital technology, and the production controls necessary for timely development of printed materials. The second element of the class is a hands-on production deployment of a prepress project using advanced print-ready techniques. The course will analyze the use of color, budget impacts, and new advances in printing and information distribution technology. Prerequisite: MEDC 5000 Media Communications.

MEDC 5346 Writing for Media Communications: Interactive Scriptwriting (3)
Development of the script in adherence to the planning vehicle requires a thorough understanding of the primary and secondary tasks of the interactive environment. This script must provide full detail for execution of the planning vehicle. Scripting for computer-based training, point of information, point of sale, and other deployments are discussed in this course. Prerequisites: MEDC 5000 Media Communications, MEDC 5600 Introduction to Interactive Communications, and MEDC 5342 Writing for Media Communications: Scriptwriting.

MEDC 5350 Media Organization and Regulations (3)
The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. Prerequisite: MEDC 5000 Media Communications.

MEDC 5360 International Communications (3)
This course focuses on the history, issues, and future of international communications. The class considers individual media systems, including different understandings of the role of the media, freedom of press and information in different areas of the world, parity between distribution of news and the shaping of the public mind, international stereotyping, and international propaganda. The course also examines the relationship between national and global media systems and the role of international communications in the development of the new world order. Prerequisite: MEDC 5000 Media Communications.

MEDC 5390 Practicum (3)
Students undertake, with the supervision of a qualified professional, an approved internship in a media-related setting. The work experience involves professional media duties. The academic experience involves attendance at seminars and written work. The outline of duties and evaluative methods are established by the student and the internship mentor and approved by the mentor prior to initiation of the program. Prerequisite: completion of at least 21 credit hours in the M.A. in media communications program, including MEDC 5000 Media Communications, meeting program criteria, permission of the Internship Coordinator and the Director of Graduate Studies. Note: Internships should be directly relevant to students' course of studies, emphases and majors.

MEDC 5400 Media Production Management 0m9 9 0 0roan0 0 tions industry. The

request form. Prerequisite: Undergraduate seniors require permission of academic advisor.

MEDC 5550 Topics in Media Communications (3)
This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as graduate-level writing, research and critical thinking; media literacy and video production; ethical issues in the media, account planning for advertising and public relations, applications for podcasting and blogs, creating cultural change through organizational communications, etc. Prerequisite may vary with the topic. May be repeated once for credit if content differs and is appropriate for student's course of study.

MEDC 5600 Introduction to Interactive Communications (3)
A practical introduction to interactive media. The course will address concept, design and production strategies, technical aspects of production and publication, and practical applications of interactive media in educational, commercial, and public environments. Students will create flowcharts, treatments, and scripts, and will publish their final project as a design document. Prerequisite: MEDC 5000 Media Communications.

MEDC 5610 Video for Interactive Communications (3)
The production of short segment video bytes for interactive applications differs significantly from conventional video production. Video production for nonlinear access is discussed, and tools and methods are examined. Students are responsible for the planning and development of a series of video shorts. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications or permission of the program coordinator.

MEDC 5615 New Media Tools
Students learn about a variety of media used in electronic and digital environments, from the World Wide Web to DVD. Topics include streaming video and audio on the Web, compression, and equipment or tools necessary to use an interactive program or Web site. Students study examples of existing interactive programs (e. g. Web sites, CD-ROM, DVD) as well as develop strategies to solve real-world problems. Note: This is not a production course. Prerequisite: MEDC 5000 Media Communications.

MEDC 5620 Audio for Interactive Communications (3)
Students learn how to develop and produce the audio component for a variety of interactive programs. The students will learn how to work with sound engineers and composers, how to record sound in the studio and the field, and how to use ProTools software. Students will also explore different compression techniques and study a variety of delivery systems/ environments. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications or permission of the program coordinator.

MEDC 5630 Visual Design for Interactive Communications (3)
Integration of traditional commercial art techniques into dynamic interactive modules is the focus of this course. Proper visual cues for response, efficient use of color, and logical design of decision points are examined in detail. Still-frame images from live video are used in combination with graphic design. Human factor issues in the development of interactive media are analyzed. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications or permission of the program coordinator.

MEDC 5631 Interactive Media Applied to the Internet (3)
Students will review concepts of interactive digital media and the methodologies used to deliver interactive media over the Internet. This course will introduce students to web-based distribution languages such as HTML, XML, JavaScript, and ASP, as well as the authoring tools that assist in creating content for the web. Students will be required to design content that incorporates Internet technologies and a minimal amount of HTML coding, which will be introduced during the class. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications.

MEDC 5650 Special Topics in Interactive Media (3)
This course will address current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. The course topics could include computer-based training, games and entertainment, journalism on the Internet, and interactive narrative writing. Prerequisites: MEDC 5000

Media Communications

Media Communications

MEDC 5985 Media Literacy Fieldwork (3)
This course provides students with the opportunity to apply media literacy principles through fieldwork at one of a number of sites including schools, retirement centers, parent-teacher organizations, and businesses. Under the direction of the instructor, students will assume responsibility for program initiation, development, implementation, and evaluation. Prerequisites: MEDC 5000 Media Communications, MEDC 5310 Media and Culture, and permission of instructor. May be repeated once for credit.

MEDC 6000 Seminar in Media Communications (3)
In this course, students synthesize and integrate the learning experiences acquired in all previous media communications courses and research current topics relative to production of a thesis document. Also, current topics in media communications are shared in a seminar setting. Techniques used to accomplish these goals may vary. Prerequisite: Completion of all other graduate courses in program. This should be the last course taken before graduation. Any exceptions must be approved prior to registration by submitting a program option request to be signed by the Director of Graduate Studies and the Dean of the School of Communications.

MEDC 6250 Thesis Project in Media Communications (3-6)
The student will synthesize and integrate the learning experiences from all previous media communications courses and research a specific topic to complete a thesis p[MEDC 62Ccr)10(ed in aM 42 51 eah a specific topic 2sis r)1ov(for cr0 9 42 573.42T-31s6re a thesis4l3.421 T1)6(o)16(v)preg21 topic 2sis

Media Communications

Program Description

The Master of Arts (M.A.) degree in public relations is intended for students who have both an interest and background in public relations. The M.A. in public relations is a specialized concentration available to indiv(d)10(i)1(e)10(2x0( )10(c)10(o)10(n)10(c)73ncoucucoucal0(a)1011 623.33 T)10(a)10(lml53gBT/T10 ae)10(

Media Communications

MEDC 5600 Introduction to Interactive Communications (3)
A practical introduction to interactive media. The course will address concept, design and production strategies, technical aspects of production and publication, and practical applications of interactive media in educational, commercial, and public environments. Students will create flowcharts, treatments, and scripts, and will publish their final project as a design document. Prerequisite: MEDC 5000 Media Communications.

MEDC 5650 Special Topics in Interactive Media (3)
This course will address current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. The course topics could include computer-based training, games and entertainment, journalism on the Internet, and interactive narrative writing. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications recommended. Can be repeated for credit if content varies.

MEDC 6000 Seminar in Media Communications (3)
In this course, students synthesize and integrate the learning experiences

School of Education

Brenda Fyfe, dean
Degrees Offered: B.A., M.A.T., Ed.S.
Departments (3): Department of Communication Arts, Reading and Early Childhood; Department of Multidisciplinary Studies; Department of Teacher Education

Mission Statement

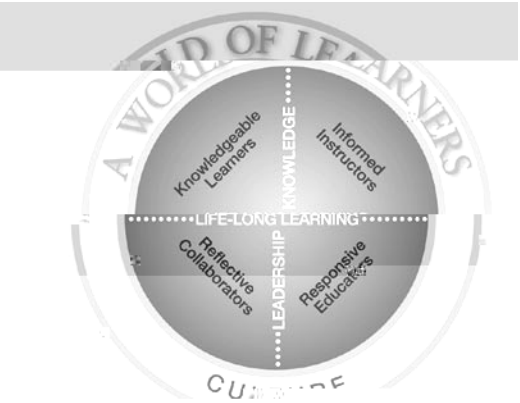
The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that enable them to guide both themselves and others toward lifelong learning. The School is a community of teacher-scholars who apply critical reflection and creative energies to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

Vision

"…We all must work to make this world worthy of its children."(Casals, 1970)

Theme

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



Conceptual Framework

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

Communication Arts

Communication Arts

Course Descriptions

COMM 5000 Fiction, Nonfiction, and Poetry for Children (3)
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.

ILC 5000 Study Abroad – Advanced (1-8)
Advanced level for study programs offered abroad by Webster University or in conjunction with an approved study abroad program. May be repeated for credit if content differs. Prerequisite: advanced level in appropriate language and permission of instructor.

COMM 5020 Young Adult Literature (3)
In this course, graduate students learn how to select, evaluate and teach literature written for young adults (grades 6-12). A special focus is on international and multicultural literature with methods for infusing literature into the existing curriculum and across disciplines. Students design a "literature project" for their classroom or designated grade levels. Counts for certification. Prerequisite: admission to M.A.T./certification program/advisor consent.

COMM 5030 Linguistics (3)
This course presents some of the various divisions in the field of linguistics from language origins and acquisition through the history of English. The study of dialect is also included. Through various readings, activities, writings, and discussion, the participants will become more aware of language and more informed about its history, its character, and its power. Students will also create instructional activities designed to make their students more aware and more proficient in the use of language.

COMM 5040 Practicum in ESOL (3)
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.

COMM 5050 Community College Reading/ABE/ESOL (3)
The focus is on teaching in literacy programs or community college courses designed to improve the reading skills of adults. Strategies range from teaching the adult learner to decode to facilitating growth in higher levels of comprehension and critical thinking. The emphasis will be on needs of adult learners who may have had limited encounters with reading text for information and entertainment. Course prepares instructors to work with groups in ESL/EFL reading-writing classes and tutorial sessions in colleges, universities, and community programs.

COMM 5051 The Role of Narrative in Humane Education (3)
This course begins with an investigation of various perspectives (from cognitive science, philosophy/theology/literary theory/history, etc.) on the role of narrative in shaping our beliefs and values. Students will explore personal stories, literary stories, historical stories, mythology, and folklore as tools for integrating the principles of humane education in classrooms. Participants will develop a body of age-appropriate stories focusing on the relationships between humans and animals and explore strategies for using stories as vehicles for examining moral principles and decision-making.

COMM 5080 Study Skills (2)
This course covers a set of fundamental study skills that should be taught to all students before or during high school; it also covers interesting, innovative ways to teach these skills in and out of the classroom. Topics include note taking, learning styles, memory techniques, library research, and reading and writing skills outside of English class.

COMM 5090 Drawing (3)
Class members study drawings of human figures on a variety of levels: 3-D figure on a 2-D page, quality of line, qualities of shape and color, representational drawings, and abstract drawings.

COMM 5100 Painting (3)
Work revolves around the physical and psychological properties of color. Paintings exhibit the use of personal concepts and organization.

COMM 5110 Folklore (3-4)
Class members study American folktales, their characteristics, and motifs. Students examine folk sayings, superstitions, art, cures, customs, gestures, and games present in their lives and in the lives of elementary and secondary students. Films, speakers, tapes, videos, and activities call up the lore.

ILC 5120 Advanced Skills (3)
Class content varies. This topics course focuses on analytical and writing skills. It develops advanced proficiency in grammar (morphology and syntax), stylistics, composition, and/or translation. These courses are offered in French, German and Spanish and are taught in the corresponding target language. Prerequisite: permission of the instructor. May be repeated for credit if content differs.

ILC 5130 Advanced Listening and Discussion Skills in Languages (3)
Class content varies. This course focuses on listening comprehension, note taking, and oral skills. Current issues from a variety of German-, Spanish- or French-speaking countries are studied and discussed after viewing actual broadcasts. Cultural difference and awareness of national perspectives on news events are an important part of these courses. Classes are taught in the corresponding target language. Prerequisite: permission of the instructor. May be repeated for credit if content differs.

COMM 5140 Catalytic Drawing (3)
This course stresses personal expression and experimentation with a

Communication Arts

ILC 5170 Seminars (3)
Seminar topics vary. This course develops cultural and literary proficiency at the advanced level. Classes combine a variety of skills with focus on either historical and cultural understanding or linguistic and stylistic appreciation. Classes are taught in German, Spanish or French. Prerequisite: permission of the instructor. May be repeated for credit if content differs.

ILC 5180 Methods of Teaching Languages (3-4)
This course develops understanding and appreciation for the nature of languages and language teaching and learning. Participants study the most recent developments in teaching techniques and materials, and become involved in on-site activities using them. Prerequisite: permission of the instructor.

COMM 5199 Teaching Writing (3)
Students will study current theories and practices of teaching writing as well as review the history of rhetoric. Based on contemporary theory and classroom realities, students will practice designing writing assignments, organizing courses and activities for writing, and assessing writing. They will also experience the actual process of composing by designing a writing process project.

COMM 5200 Independent Study (1-3)
M.A.T. students with special interests or needs not met by existing curricula may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already treats the subject. Prerequisite: permission of the coordinator. May be repeated for credit if content differs.

COMM 5210 In-Service Education (1-4)
Webster offers graduate in-service courses not part of the existing M.A.T. curricula but which provide experiences important to the academic and professional development of educators. May be repeated for credit when topic varies. The semester course lists identify specific topics. Prerequisite: prior written approval of the M.A.T. advisor.

ILC 5210 In-Service Education (1-4)
Webster offers graduate in-service courses not part of the existing M.A.T. curricula but which provide experiences important to the academic and professional development of educators. May be repeated for credit when topic varies. The semester course lists identify specific topics. Prerequisite: prior written approval of the M.A.T. advisor.

COMM 5220 Curriculum Development in Second Language Classrooms (3)
Participants will apply a curriculum planning process to the second language classroom. The planning will be based on local standards and legal requirements, informal assessment of children's language, analysis and adaptation of published materials, and the creation of materials to meet identified needs.

COMM 5230 Second Language Acquisition (3)
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.

COMM 5250 Ceramics (3)
The class content includes development of forms and activities for art teachers. Chemical structures, materials, the kiln, and firing procedures are an integral part of the course.

COMM 5260 Oral Communication (2-3)
In the first few sessions, students examine basic communication principles. Class activities and out-of-class assignments are designed to help students recognize common causes of communication problems and to expand their skills in dealing with them. The second part of the course builds on this knowledge as students practice more formal presentation skills.

COMM 5270 Visual Communication (2-3)
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.

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film/video as they discover ways to bring literature for young people to life. Participants incorporate interdisciplinary, thematic approaches to literature to enrich curriculum K-12.

(2-3)

This course presents some of the various divisions in the field of linguistics from language origins and acquisition through the history of English. The study of dialect is also included. Through various readings, activities, writings, and discussion, the students will become more aware of language and more informed about its history, its character, and its power. Students will also create instructional activities designed to make their students more aware and more proficient in the use of language.

(2-3)

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.

(3)

Through exploration and preparation of selections for oral presentation, students experience sensory and intellectual responses to literature. Lab sessions, group readings, and individual performances aim to develop the understanding and skills to communicate literature orally.

(2)

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.

This course begins with an investigation of various perspectives (from cognitive science, philosophy, theology, literary theory, history, etc.) on the role of narrative in shaping our beliefs and values. Students will explore personal stories, literary stories, historical stories, mythology, and folklore as tools for integrating the principles of humane education in classrooms. Participants will develop a body of age-appropriate stories focusing on the relationships between humans and animals and explore strategies for using stories as vehicles for examining moral principles and decision-making. This course is recommended for elementary and middle school teachers although other participants are welcome.

A (3)

This course enables students to polish their storytelling skills as they develop a repertoire of material from a variety of genres: personal and original stories, folk fairy tales, literary tales, myths, and sagas. This course focuses on storytelling as performance art, often using movement, music, mime, puppets, story theatre, visual arts, and other media. Students also explore and document uses of storytelling as a motivational classroom teaching tool and design interdisciplinary thematic storytelling units.

(3)

This course presents some of the various divisions in the field of linguistics from phonology and grammar to doublespeak, including speech theory and oral performance. Films, readings, and oral presentations will be the academic foundations for the study of linguistics in this class. Students will also create instructional activities that are designed to make their students more aware and proficient in the use of language.

A (2)

Students learn methods of using computers to support instruction in the development of reading, writing, speaking, listening, and observation skills. Participants discuss small group, whole class, and individualized applications.

(2-3)

This is a course on developing students' thinking skills using new video and computer technologies. These technologies include interactive video, expert systems, and software, with emphasis on equipment and software available in most schools. Concepts and strategies for using these technologies in developing critical and creative thinking are examined. Previous experience with the technologies is not necessary.

(2)

Participants are actively involved throughout the three major phases of the course: (1) pre-drama activities that expand sensory and body awareness, concentration, imagination, and nonverbal communication; (2) informal, spontaneous drama; and (3) the use of drama as response to literature.

(2)

Students in this course examine methods for applying word processors and other computer programs to support writing and composition instruction. Students discuss organizing instruction in laboratory or classroom settings.

(2)

This class for teachers interested in writing for children focuses on how autobiographical material and life experiences can be transformed into fiction and nonfiction. The course combines lectures, hands-on experience with writing activities, and group discussion. The course focuses on material for middle grade and young adult readers. Tools and strategies for encouraging creative writing and inspiration in the classroom are provided.

COMM 5350 Intercultural Communications (3)
In order to function effectively in an interdependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education.

COMM 5390 Literature Seminars
Some semesters the seminars focus on the interpretation and criticism of specific literary forms. Other semesters the seminar crosses genres to concentrate on specialized themes in literature. May be repeated for credit if content differs.

A A (2-3)

Students study five complete American works: Frederick Douglass's Narrative; Whitman's "Song of Myself "; Richard Wright's Black Boy; Elie Wiesel's Night; one chosen by students; and excerpts from Ben Franklin, Emily Dickinson, and others. Participants consider each work in its own right, in relation to other works, and as teaching material.

A (2-3)

This course focuses on the development of the American novel and recurrent American themes. Students read and discuss five or six novels and the related contemporary criticism, considering each work in its own right, in relation to other works, and as teaching material.

A (2-3)

Students explore the trends in American poetry, from its Native American and Puritan origins through its contemporary forms. Major poets are read and discussed in light of literary history and critical theory and in terms of readers' responses. The information and skills gained in this course are applicable to the reading and teaching of literature at many levels and for many abilities.

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(2-3)

Students in this class study one story each week, first reading the book, then viewing the film and analyzing both for differences and impact. Stories include The Wizard of Oz, Wuthering Heights, The Grapes of Wrath, Shane, and other classics.

A (3)

Concentration is on a major development in post-World War II drama. Students examine its techniques, functions, and multifaceted evolution as a dramatic style. Playwrights include Beckett, Pinter, Albee, and Shepard. This is a literature seminar; no acting ability is required.

(2-3)

Participants delve into fiction, poetry, and drama since World War II that thematically and artistically reflect concerns distinctly different from those commonly expected by members of post-World War II America. Emphasis is on the literature of Eastern and Western Europe and South America.

(3)

Students examine major developments in twentieth-century English literature--their common ground and points of departure. Discussions focus on the writers' methods as artists, in addition to their concerns about content and theme. The emphasis is on fiction.

(2-3)

Students share poems in an informal way, with an emphasis on developing meaningful personal attitudes toward poetry. Students consider the imaginative, emotional, and sensory experiences that can lead to the making of a poem. Students also discover new ways of presenting poems in the classroom.

(3)

Students study several major documents of world literature, spanning three millennia. The basic argument of the course is that there are fundamental human documents to be read and studied, that the few included in our course are some of them, and that these are eminently teachable works.

COMM 5400 Printmaking (3)
Students in this course learn the skills and techniques of printmaking, serigraphy, and silkscreen.

COMM 5410 In-Service Topics (1-3)
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.

COMM 5430 Serigraphy (3)
This is a survey of stencil techniques, including photographic processes using newly developed, water-based printing materials.

COMM 5440 Integrated Language Arts (3)
Students look at varioeials.

specialists are welcome, the workshops are designed for the renewal of professional classroom teachers, regardless of subject matter or grade level taught. May be repeated for credit if content differs.

A (3)

Prerequisite: COMM 5140 or permission of the instructor.

A (1-3)

This is a continuation of COMM 5250 Ceramics. Further development in throwing techniques, glaze development, firing, and general kiln handling are emphasized.

A (3)

Prerequisite: COMM 5090 or permission of the instructor.

A (3)

Style and theme development are the focus of the course. The individual develops a major work that illustrates point of view and demonstrates competency in a particular area.

A (3)

In this class students develop skills and techniques of printmaking, serigraphy, and silkscreen printing and explore alternative possibilities within each process.

A (2-3)

Focus of this course is the young child's relationship to the world, creative power in children, early education in the visual arts, effective presentation of art materials, and the roles of parents and teacher in encouraging art expression.

A A (2-3)

This course focuses on art history and aesthetics and how they interrelate to produce sequential learning experiences in and out of the classroom. Teachers are asked to look at ways art and the humanities can relate to other arts, other subject areas, and the history of ideas.

(2)

Students are encouraged to develop a personal idiom in art and work on individual projects that emphasize personal attitudes, interests, and

Early Childhood Education

SPED 5270 Advocating for Persons with Disabilities*	3 hours
SPED 5290 Collaboration and Cooperative Teaching*	3 hours
SPED 5300 Communicating with Families and Disabled Persons	3 hours
SPED 5330 Legal Issues in Special Education	3 hours
SPED 5370 Educating Students with Physical and Health Impairments*	3 hours
SPED 5480 Learning and Behavior Problems in the Classroom	3 hours

These courses are also offered as ECED 5830 Topics in Early Learning. See Special Education course listings for course descriptions.

Teacher Certification in Early Childhood/Early Childhood Special Education (Missouri)

Early childhood education majors may receive an initial or added teaching certificate in early childhood education and/or early childhood special education. Students should contact their advisor or the Webster Teacher Certification advisor.

Course Descriptions

Note: Other M.A.T. courses with the EDUC prefix are listed under Multidisciplinary Studies and Special Education. Undergraduate EDUC courses (those with a number below 5000) are listed in the Undergraduate Studies Catalog.

ECED 5010 Foundations of Early Childhood Education (3)
This course focuses on the historical, psychological, philosophical, and social foundations of early childhood education. Theories and research in child development and education are integrated with practical knowledge. Students examine forces that shape the future of early childhood education and the role teachers play in that future.

ECED 5040 Program Models in Early Childhood/Early Childhood Special Education (3)
This course is focused on programs developed for the early childhood and special education populations. Students examine philosophy, theoretical framework, curriculum, methodology, role of the teacher, role of the child, service delivery systems, and parent involvement. Students replicate portions of specific models as well as develop teaching strategies that would be characteristic of particular models. Special attention is given to models for mainstreaming the special needs child. Prerequisites: ECED 5010 or permission of the early childhood program coordinator.

ECED 5200 Independent Study (1-3)
M.A.T. students with special interests or needs that are not met by existing courses may request that a member of the faculty supervise an independent study. Together, the student and faculty member decide on the content of the independent study and the criteria for evaluation. This course may be repeated for credit if content differs.

ECED 5410 In-Service Topics (1-3)
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 have been approved for the M.A.T. degree with prior approval of the student's advisor. May be repeated for credit if content differs.

ECED 5460 Curriculum Design (3)

Concurrent registration in ECED 5850.02 Preprimary Practicum and ECED 5850.03 Primary Practicum
This course combines a theoretical and experiential investigation of curriculum for children ages birth through eight years, with primary emphasis on pre-kindergarten through the elementary grades. It emphasizes the roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn how to develop curriculum projections that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Emphasis is placed on continuity of learning experiences for children, integration of subject matter knowledge through project studies and daily life experiences, and a negotiated learning process, which allows children and teachers to adjust and readjust their expectations through ongoing questioning and reorganization of experiences. Prerequisites: ECED 5010 Foundations in Early Childhood Education, EDUC 4740 Child Development II, and. ECED 5850.01 Infant Toddler Practicum.

ECED 5510 Cognitive Development: Implications for Early Education (3)
Students examine foremost theories and current research in the area of cognitive development. These include: the construction of knowledge, symbolic and language development, and the effects of handicapping conditions on development. Participants explore curriculum implications for early education of children from birth through eight years of age. They examine the cognitive and representational goals of Project Construct and their implications for curriculum and assessment.

ECED 5670 Sociomoral Development: Implications for Early Learning (3)
Students examine theories and research in the areas of sociomoral development of children. The integral linkage of these aspects of development with children's intellectual development is addressed. Curriculum implications for normally developing children, as well as children with disabilities, are explored. Emphasis is placed on interactions that foster mutual respect and trust with adults and children, the development of self-regulation, self-esteem, social knowledge and competence, cooperation and collaboration, and positive dispositions toward learning. The sociomoral goals of Project Construct and their implications for curriculum and assessment are examined.

ECED 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,

Educational Technology

Program Description

The educational technology major provides educators with a broad-based expertise of technology in education. Both theory and practical knowledge for applying technologies are integrated in the program. Methodology, technology infusion into curriculum, and student-oriented learning processes are stressed.

Educational Technology Goals

The Educational Technology Major uses the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Teachers (NETS) as our goals. The six standards are listed below.

1. **Technology Operations and Concepts.** Teachers demonstrate a sound understanding of technology operations and concepts.
2. **Planning and Designing Learning Environments and Experiences.** Teachers plan and design effective learning environments and experiences supported by technology.
3. **Teaching, Learning, and The Curriculum.** Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. **Assessment and Evaluation.** Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. **Productivity and Professional Practice.** Teachers use technology to enhance their productivity and professional practice.
6. **Social, Ethical, Legal, and Human Issues.** Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Requirements

Educational technology majors are required to complete 33 credit hours, including at least 21 credit hours in educational technology courses. All majors must take the following required courses:

EDUC 5460 Curriculum Design 3 hours
Twelve credit hours of advanced-level EDTC courses, using at least two different course numbers, from the following:
EDTC 5250 Programming Languages (any topic)
EDTC 5290 Media Applications (any topic)
EDTC 5330 Theoretical Perspectives (any topic)
EDTC 5560 hours

ters, lab), equipment configurations (stand-alones, networks, etc.), the impact of technology on the teaching/learning process, and copyright and licensing issues. Emphasis is on the implementation of multimedia applications in the classroom.

EDTC 5030 Topics in Classroom Technologies
The courses listed below are designed to expose students to particular classroom applications or issues on the use of technology. This course may be repeated for credit if the content differs.

(2)

Students will learn how to integrate Internet resources into their curriculum. Students will identify useful Internet resources and explore a variety of techniques for using these resources in their classroom, as well as for their own professional growth. Prerequisite: ability to navigate the Internet or permission of the Educational Technology Coordinator.

(2-3)

This course will take students from computer setup through software installations and hardware upgrades in order to maintain a well-running computer system without the need of technical support.

EDTC 5060 Educational Software
The course listed below examines educational software useful in mastering specific content areas or in developing particular skills. Utility packages may be covered. This course may be repeated for credit if the content differs.

EDTC 5070 Desktop Publishing
The course listed below allows students to master a desktop publishing package and to create materials using this package. This course may be repeated for credit if the content differs.

(2-3)

Students will learn PageMaker basics and learn the essentials of incorporating word processing and graphics in the design of publications.

EDTC 5100 Teaching with Technology: Methods and Materials (2-3)
This course is designed with a focus on developing curriculum materials infused with technology. Participants will design curriculum for their particular content area integrating technology into the student learning experience. Topics included in discussion are research regarding learning, models of curriculum design, assessment methods, and current/future technology. Participants will utilize technology in the creation of all course projects. This course may be used by math and educational technology students as a substitute for the Curriculum Design requirement. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

EDTC 5180 Applications Software
The courses listed below examine specific applications software, such as word processing, database, and spreadsheet packages. This course may be repeated for credit if the content differs.

(2-3)

This course covers the basic software applications of Word, Excel, PowerPoint, and other supporting programs using Microsoft Office. Use of these applications as an instructional and managerial tool in an educational setting is emphasized.

EDTC 5190 Topics in Classroom Media
The courses listed below examine particular media issues and provide hands-on applications as they relate to education. This course may be repeated for credit if the content differs.

(2-3)

This course provides opportunities for discussion and hands-on production of instructional media that translate into practical knowledge for educational environments. Production and use of graphics, audiovisual, and videotape are covered. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

(2-3)

This course focuses on the strategies and tools for using instructional TV, cable programming, and other videotape material in the classroom. Students will learn to effectively select programs, target learning objectives, and design and implement activities using cable and television. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

(2-3)

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

(2)

This course serves as an introduction for educators to multimedia programming. Students will create multimedia projects for use in their classrooms. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

A *(2)*

This course provides more in-depth knowledge and experience of multimedia programming. Students will create multimedia projects for use in their classrooms. Prerequisite: Multimedia Programming or permission of the Educational Technology Coordinator.

EDTC 5380 The 248 Dalsign Perspectives T(3)TF 12.5651 Tm[M)12(aster teach30d p 236D)6(esign Thi c9si1tci0(edi1 Tdeteatellud9pp-a pr)6s65 iticnat a cns91.6072

The courses listed below provide a foundation in educational technology theory that complements practice. This course may be repeated for credit if the content differs.

(3)

This course is for educators for whom the computer will be an everyday tool. This course covers core concepts of computers and information systems in order to be able to use the computer competently. Information is presented on the capabilities of computers that users can apply at work, home, and school. Topics covered will include computer development; input, processing, storage, and output hardware; software development; programming languages; communications; connectivity; systems development; database management; information management; ethics; privacy; security; and purchasing and maintaining a computer system.

(2-3)

Participants learn about the inquiry-based, active learning, and other components of constructivism. Emphasis is on ways to use technology tools for curricular and instructional applications that use this teaching approach. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

(2-3)

Master teachers are expected to create instructional materials that reflect med use te9 42 GJ/Tonal matins91.60727(eate instr)

learning will be highlighted. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

(2-3)

Mathematics

Locations

All M.A.T. courses are offered at the home campus in St. Louis.

Program Description

The faculty strives to consistently demonstrate outstanding teaching, with the hope that our graduates will be among the most talented and capable teachers in the schools. We want our students to experience learning mathematics in an interesting, growth-producing environment so that they will always be enthusiastic learners and teachers of mathematics. All of our courses are designed specifically for the classroom mathematics teacher. In each course, students will develop a deeper understanding of central ideas in mathematics that are relevant to their own teaching. They will increase their own power to employ mathematical reasoning and problem-solving techniques, and they will learn techniques for teaching mathematics that will stimulate their own students' imagination and intelligence.

Requirements

Mathematics students must meet the requirements for an emphasis in community college mathematics, secondary mathematics or middle school mathematics. An essay entitled "Why I Teach" must be completed at the time of application by the student and approved by the mathematics coordinator before acceptance into the mathematics M.A.T. program.

Upon completing 9 credit hours Math M.A.T. students are required to be advanced to candidacy. Refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

During their penultimate semester, math M.A.T. students need to register for MTHC 5900 Final Reflections. This is a no tuition, zero credit hour course in which students write an essay describing how they have changed as a result of participating in the math M.A.T. program.

Transfer of Credit

Students selecting either the middle school or secondary emphasis may transfer up to 6 credit hours of courses in mathematics or mathematics education provided that the courses are part of a graduate degree program at the host university; they may also apply toward their degree a maximum of 3 credit hours of Webster University in-service graduate credits.

Students selecting the Community College emphasis may transfer up to 6 credit hours of courses in mathematics provided that the courses are part of the host university's graduate degree program in mathematics. No in-service courses may be applied toward the degree.

Emphasis in Community College Mathematics

This emphasis is designed for community college teachers who wish to strengthen their ability to articulate mathematical arguments, increase their general problem solving abilities, and further develop their perspective and understanding of mathematics.

The requirements for the community college emphasis are 33 credit hours of mathematics courses numbered above MTHC 5200 with the following exceptions: (1) Up to 6 credit hours of the 33 may be replaced by courses transferred from other universities, and (2) MTHC 5210 and MTHC 5410 do not apply.

Emphasis in Middle School Mathematics

This emphasis is designed for mathematics teachers of grades 5-8. Those choosing this emphasis will study a range of engaging mathematical ideas that require little mathematical background to comprehend and thus can be adapted for their own classroom use. Relevant courses include all those numbered below MTHC 5200, as well as an occasional course numbered above MTHC 5200.

The requirements for this emphasis are: (1) a minimum of 18 credit hours in courses numbered 5040 or above; and (2) a minimum of 3 credit hours in appropriate computer courses.

The following courses do not meet area-of-emphasis requirements: MTHC 5210, MTHC 5410.

Emphasis in Secondary Mathematics

This emphasis is designed for secondary mathematics teachers who wish to deepen their understanding and broaden their perspective of mathematics. Courses developed for this emphasis include most mathematics courses numbered above MTHC 5200.

Those choosing an emphasis in secondary mathematics must complete a minimum of 21 credit hours in mathematics courses numbered above MTHC 5200.

Course Descriptions

The content of the following courses may vary according to the interests of the faculty and the interest and mathematical background of the students. The course descriptions are meant only to be illustrative of the type of concepts that may be examined.

MTHC 5040 Number Theory (3)
Students examine the basic concepts of number theory with an emphasis on modular systems and their application to a variety of empirical problems.

MTHC 5080 Puzzles and Proofs (3)
This course examines a variety of materials useful in developing reasoning skills. Included are attribute block puzzles, Lewis Carroll puzzles, logic puzzles, and a variety of games which require deductive reasoning.

MTHC 5100 Functions and Structure (3)
This course investigates a variety of mathematical systems and functions.

MTHC 5110 Perspectives in Elementary Geometry (3)
This course focuses on geometry for grades 5-8. May be repeated for credit if content varies.

MTHC 5120 Topics for the Middle School Teacher (3)
This course covers areas of mathematics and/or mathematics education of particular interest to middle school teachers. Content varies according to the interests of faculty and students. May be repeated for credit if content varies.

MTHC 5130 Probability and Graphs (3)
Part of this course covers topics from probability and statistics with applications to gambling and game theory. The open part covers graphs, trees, Boolean algebra, and finite state automata.

MTHC 5150 Number Systems (3)
This course provides middle school teachers with a deeper understanding

Multidisciplinary Studies

Program Description

The multidisciplinary studies major emphasizes content mastery, curriculum development, and instruc

Multidisciplinary Studies

mended for individuals with limited classroom experience and will include an embedded practicum.

EDUC 5100 Multidisciplinary Education (3)
Students select a curriculum area in which they wish to improve their

Program Description

The reading master of arts in teaching (M.A.T. Reading) fits into the unit's overarching goals of developing knowledgeable learners, informed instructors,

grade levels and for specific needs of diverse learners. Final project includes reviewing research and designing a classroom plan for using effective comprehension strategies in the participant's own classroom and for collaborating with other teachers. (Counts as Reading Methods)

READ 5190 Language Development and Acquisition (3)

This is a core course for the reading program. Focus is on normal language development in the areas of pragmatics, phonology, semantics, and syntax and the relationship of this development to reading and reading disabilities. A coaching project is included in projects for the course. (Required for Special Reading Certification.)

READ 5777 Literacy Coaching (3)

Core components of literacy coaching within a balanced literacy framework are introduced in this core course. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments using the literacy coaching model. The definition of and roles of the coach, the "coaching, continuum," and collaboration will be studied in detail. Appropriate for classroom teachers, reading teachers, reading specialists, curriculum coordinators, and administrators.

READ 5800 Applied Research (3)

Students conduct classroom research projects in selected areas of

Science

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.

SCIC 5990 Independent Scholar (1-3)
M.A.T. graduates 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. Prerequisite: must be an M.A.T. graduate. May be repeated for credit if content differs.

SCIC 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. Prerequisite: permission of the A.G.C. coordinator.

Program Description

This major provides increased knowledge of the current developments in the social and behavioral sciences and their applications to education. Theory and methods for preparing students to become citizens of the twenty-first century are emphasized. Toward this end, the following themes are contained in social science area courses:

1. teaching of basic and higher order thought and reasoning processes,
2. using high technology in schools and society,
3. working with increasingly complex social issues and problems, and
4. understanding the role of the United States in an interdependent world.

Goals for the Social Science M.A.T. Program

1. Based on inquiry and scholarship, graduate students demonstrate advanced knowledge of the specialty areas and their development as global citizens.
2. Based on content, current events, best practices, research, and theory, graduate students engage in continuous reflection of learning, content areas, and instructional strategies that are responsive to students' thinking, experiences, and interaction in our world.
3. Through collaboration with colleagues, parents, counselors, and community resources, graduate students reflect on their roles as leaders of change and on how the social sciences impact these relationships and systems.
4. Approach learning and teaching with respect for and understanding of diversity.

Requirements

After completing 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 Advancement to Candidacy section in this catalog for specific guidelines.

Social science majors are required to complete 33 credit hours, including at least 18 credit hours in social science courses. Successful completion of SOCS 5000 and EDUC 5460 or EDUC 5800 must be included in the 18-credit-hour social science requirement. If one of the emphasis areas below is also selected, those requirements must be met for completion of the program.

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 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 learners' needs. In keeping with the mission of Webster University, M.A.T. students with an emphasis in educational psychology are encour-

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Social Science

Students interested in pursuing any certification should have their transcripts evaluated and be advised by the Webster University Certification Office.

Course Descriptions

Note: Other M.A.T. courses with the EDUC prefix are listed under Multidisciplinary Studies and Special Education. Undergraduate EDUC courses (those with a number below 5000) are listed in the Undergraduate Studies Catalog.

EPSY 5060 Assessment and Evaluation of Academic Performance (3)
Students explore methods for increasing the credibility and validity of teachers' evaluations of students' performance and behavior in the classroom. Teacher-made evaluation devices (oral and written tests, grading practices, etc.) as well as informal teacher judgments and evaluations of students' behavior are reviewed.

EPSY 5110 Social and Personality Development (3)
The content of this course focuses on the theories that explain the growth of social concepts (e.g., sharing, friendship, rules, sex roles); the development of values and conscience; and the emerging personality of

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A ***(2-3)***

Students explore the issues, philosophies, and methodologies in teach

SOCS 5270 Frontier American History (1-3)
This course examines the movement of the U.S. frontier, beginning with early Ohio settlements, moving through the Louisiana Purchase era, and ending with the California Gold Rush of 1848 and the Colorado Gold Rush of 1858. Prerequisite: permission of the instructor.

SOCS 5280 American Civilization (3)
This course examines the origin and development of North and South American societies, including comparisons between the United States and other nations in the Americas. Particular emphasis is placed on the involvement of the United States in Latin America. May be repeated for credit if content differs.

SOCS 5320 Humanistic Education (3)
This course includes humanistic approaches to the schooling process. Students discuss topics such as motivation, achievement, discipline, self-concept development, values clarification, and model development. Special attention is given to communication skills and group interaction processes. This class is appropriate for upper elementary through high school level teachers.

SOCS 5390 Game Simulation (3)
This course examines the premises on which game simulations are built. Particular attention is given to the techniques of having students design simulation games in the open classroom environment. The focus of the class is on applying the principles of game simulation in the classroom.

SOCS 5400 Issues in Education
This course provides an opportunity to examine a selected issue area in education through readings, discussion, and individual projects. May be repeated for credit.

(3)

Students in this course examine the impact of modern family dynamics on young children and adolescents. Topics include family stress, blended family dynamics, and single-parent families. Emphasis is placed on the teacher's role in working with parents and students experiencing these transitions.

(2-3)

Since the document "Nation at Risk" was published, there has been a significant reaction in the form of programs, coalitions, and projects aimed at school reform. Reform and Reality gives an overview of some of the significant programs, such as the College Board EQ Project and Brown University's Coalition of Essential Schools Project. The course allows educators a chance to select the successful teaching and learning strategies that can be effectively used in any classroom, even if the school or district has not formally joined a specific reform movement.

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SOCS 5720 Children's Humor (3)
This course provides an opportunity for students to examine the origins and evolution of laughter, humor, and wit, from early childhood through adolescence. Links are drawn from humor to the child's cognitive, social, and personality development, as well as mental health and adjustment. Participants explore methods of using humor to stimulate children's development.

SOCS 5730 New Directions in Elementary School Education (3)
This course involves a critical examination of the elementary school, with emphasis on the successes and failures of curriculum innovation, including such topics as open education. A critical look at the growth of special education programs and their implication for the future of elementary schools is a major topic. Class members discuss new directions in the elementary school during the coming five years.

SOCS 5740 Consumer Education (3)
Designed to assist teachers in preparing students for consumer education, this course explores significant ideas concerning how and why one should become aware of issues in modern consumerism.

SOCS 5750 Special Institute
Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the social science program. May be repeated for credit if content differs. For more specific and current information, see the current course offerings.

Explores the social and material culture of eighteenth-century tidewater Virginia. Emphasis areas include gender issues, Native American, European, and African interactions that helped shape and define the American character.

A (1-2)

This institute outlines the ways teachers can identify children and youth who are or have been victims of physical, sexual, or psychological abuse or neglect. Students discuss productive ways of working with the student, with the counselor, and with family members. Class members identify community resources for coping with the family problem.

(1)

This institute helps students examine how children and adolescents are affected by divorce and separation. Participants explore methods for supporting children who have experienced their parents' separation or divorce, currently or in the past.

(3)

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 eighteenth-century Virginia culture. Expert historians, interpreters, social studies educators, archivists, and curators along with a professor and master teacher will lead the course. This course will meet certification methods requirements for elementary, middle, and secondary certification in social studies.

(2-3)

This course examines the evolution of laws governing youth, family, and our social institutions (e.g., schools), with a special focus on the rights and responsibilities of parents, children, and schools in contemporary society. The course provides a variety of instructional strategies focusing on teaching about responsibility and law.

A (1)

Psychological and educational research indicates that between grades 7 and 12 American adolescent girls become less ambitious, less confident, less assertive, and more fatalistic. It appears that they make less progress than boys in psychological development and moral reasoning. Educators who have an understanding of the psychology of adolescent girls can work to counteract these negative developmental trends. Through lecture, discussion, films, reading, and activities, we study adolescent girls and begin to formulate new strategies for working with them.

(3)

Students explore the issues, philosophies, and methodologies in teach

SOCS 5850 Developing a Future-Oriented Curriculum (3)
This is a practicum in which each participant develops a curriculum unit or sequence of classroom activities to help students become better prepared to cope with the world they will face as adults.

SOCS 5900 Innovations in Elementary Social Studies (3)
Students examine new social studies trends in elementary schools, with an emphasis on the place and meaning of social studies curriculum. Analysis of the curriculum materials, the rationale behind them, an understanding of the strategies and techniques utilized, and investigating appropriate evaluation procedures are important to the course.

SOCS 5910 Curriculum and Instruction for the Gifted (3)
Students study the basic premises of curriculum design and classroom structure appropriate for gifted and talented students. A variety of curriculum models and strategies for teaching the gifted are discussed.

SOCS 5920 Meeting the Affective Needs of Gifted Children (3)
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.

SOCS 5930 Screening, Assessing, and Evaluating Gifted Students (3)

Program Description

This major offers students advanced knowledge of the specialized educational practices appropriate to students with special needs. The program emphasizes in-depth study of developmentally oriented theory and research in the areas of cognitive and social/emotional development, which enables educators to provide individualized and appropriate educational services within a variety of educational settings. The program of study recognizes the rapidly changing dimensions of special education and promotes the philosophy of integrated

SPED 5010 Methods of Teaching Mathematics for Disabled Learners (3)
This course focuses on the development of mathematics instruction for students with special needs. Prerequisites: MATH 4310 and SPED 5860 Psychology of the Exceptional Student.

SPED 5020 Assistive Technology for Students with Special Needs (2-3)
This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate hardware and software in relation to a student's specific disability.

SPED 5030 Students with Mild/Moderate Disabilities (3)
This course focuses on the identification and characteristics of students with mild/moderate disabilities, including learning disabilities, mental retardation, emotional and behavioral disorders, physical disorders, and other heath impairments. Prerequisite: SPED 5860 Psychology of the Exceptional Student.

SPED 5040 Analysis and Correction of Reading Disabilities (3)
This course focuses on the identification and characteristics of students with significant reading disabilities requiring special education services. The focus on the course in on informal and formal assessment procedures, diagnosis and intervention. Prerequisites: COMM 5820 Foundations in Reading Instruction or COMM 5830 Emergent Literacy and SPED 5240 Psychoeducational Assessment I.

SPED 5050 Language Development for Students with Special Needs (3)
This course focuses on language development in children and youth with special needs. Using case studies, students will examine informal and formal evaluation techniques, review language arts strategies, and develop interventions appropriate for students with language impairments. Prerequisite: SPED 5240 Psychoeducational Assessment I.

SPED 5090 Special Education Practicum (1-3)
All practicum assignments are to be made with prior approval from the instructor. Students should request a practicum application from their advisor at the time of registration. Location, field experience, and identity of the practicum supervisor will be decided upon in each practicum situation. Prerequisites: permission of the instructor; completion of coursework in the specific area of the practicum, including a minimum of 3 credit hours from the Webster University School of Education. May be repeated for credit if content differs.
Practicum: Learning Disabled 1-3 hours
Practicum: Behavior Disorders 1-3 hours
Practicum: Mentally Handicapped 1-3 hours
Practicum: Severe Developmental Disabilities 1-3 hours
Practicum: Cross-Cat 1-3 hours

SPED 5200 Independent Study (1-3)
M.A.T. students with special interests or needs not met by existing curricula may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an indepen-

SPED 5310 Education for Adolescents with Special Needs (3)
Participants explore the needs of adolescents with special needs. Emphasis is on academic planning, social and emotional needs, career and vocational planning, and program models.

SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities (3)
This course examines the use of standardized and ecologically based assessments in all areas of skill development. Coursework includes the opportunity to examine and use a number of different assessments.

SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities (3)
This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities in integrated settings. Curriculum and instructional strategies in the areas of domestic skills, vocational skills, leisure skills, and community access skills are covered as well as skills in the embedded areas of communication, social, motor, and functional academics.

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Communication Arts

skills. Students must receive approval from a faculty mentor to enroll in this course.

Advanced Internship: Early Childhood Administration

Participants will develop skills and strategies for administering early childhood programs and curricula.

Advanced Internship: Writing Grants

Participants will develop skills and strategies for obtaining funding from public and private sources during a site-based internship.

Advanced Internship: School-Community Partnerships

Communication Arts

Communication Arts

SSSL 6030 School Systems, Superintendency and Leadership: Supervision (2)

This course will expand the student's knowledge and experience beyond school building level administration and leadership to that of a much wider perspective, the school system/district. The student will:

a. Understand the relationship between effective communication and interpersonal relationships.
b. Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
c. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices. Identify the components of an effective lesson.
d. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
e. Explore professional (staff) development and renewal options.
f. Assess data related to student learning that are used to develop the school vision and goals. The vision shapes the educational programs, plans, and actions.
g. Research state law and district policy that direct employee sanction and termination.
h. Develop effective mentoring procedures.
i. Develop supervision alternatives to enhance professional growth and development.
j. Critique evaluation models for non-certificated employees.
k. Understand the relationship between effective communication and interpersonal relationships.
l. Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

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

SSSL 6031 Seminar in School Systems, Superintendency and Leadership: School and Community Relations (2)

This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external "communities" and the relationships between and among the communities of the school as an organization. The role of communications in school-community relations and consideration of the balance of rightf9 0f/rbetwo(tunities to both critique munity r)10(ela5.747f tntendency TJ9 0 0 9 289.681))TJ/T1of communications in 42 268 par

Education Specialist (Ed.S.)

SSSL 6133 Action Research Internship Step Two
The second semester of the Action Research Internship experience is Step Two. It focuses on continuation and completion of the action research internship project. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).

SSSL 6134 Optional Topics for Internship I
This internship is available for internship projects after the Action Research Internship Part One and Part Two. Content of the Optional Topics for Internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit hour for 67.5 contact hours of work.

SSSL 6135 Optional Topics for Internship II
This internship is available for internship projects after the Action Research Internship Part One, Part Two and Optional Topics for Internship I. Content of the Optional Topics for Internship II must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit hour for 67.5 contact hours of work.

SSSL 6136 Special Education Internship
This is an eight week internship offered during the summer term in conjunction with SSSL 6022 Special Education Administration and Law. This internship must be approached from the viewpoint of individuals with disabilities and/or their families. This internship consists of 1 credit for 67.5 contact hours within an eight week time frame. It must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook.

Combined Degrees

Program Description

The combined degrees program enables the student with an outstanding academic record to complete both a bachelor's degree and a master's degree through an accelerated program. Upper-level undergraduate courses are integrated with initial graduate courses in the curriculum, which decreases the total requirements for both degrees by a maximum of 12 credit hours.

Students who have accumulated between 64 and 98 credit hours and who have maintained a 3.3 G.P.A. in previous college work are eligible to apply for admission to the program.

The combined degrees program is offered at the St. Louis area locations and has limited availability at Webster's European campuses. Students seeking the B.S.N./M.S.N. combination may complete this program in either St. Louis or Kansas City. Also, students pursuing a sequential degree in computer science (B.S.) in St. Louis may apply for a sequential combined B.S./M.S. degree program in computer science.

Acceptance and Advancement to Candidacy

The letter of acceptance to the combined degrees program serves as the letter of acceptance required for the master's degree program. Degree-seeking students are advanced to master's candidacy when they have completed 12 credit hours of graduate coursework with grades of B or above.

Academic Performance

The degree-seeking student must maintain an A or B grade average to remain in the combined degrees program. Students must maintain a current G.P.A. of at least 3.0.

An undergraduate student who receives two grades of C, one grade of D, or one grade of F in the required combined degree transition courses will be dismissed from the combined degrees program. A graduate student who receives one grade of C or one grade of F will be dismissed from the combined degrees program.

Students dismissed from ththe d313.33 Tm[S)24(tudepr)10(e eligible to)]

Combined Degrees

M.A. in Gerontology

Undergraduate Requisite Courses

MULC 2010 Introduction to Diversity and Identity in the U.S.
MNGT 2100 Management Theory and Practices
PHIL 2340 Ethics, Health Care, and Technology or RELG 2450 Death and Dying
PSYC 2300 Human Development

Transition Courses

PSYC 3575 Organizational Behavior or MNGT 3400 Human Resource Management
PSYC 3900 Introduction to Counseling, MNGT 3500 Marketing, or MNGT 3550 Public Relations
GERN 5000 Gerontology
GERN 5630 Psychology of Aging

Graduate Courses

Combined Degrees

The following may be substituted:
HIST 1010 (with U.S. survey subtitle)
HIST 1300 Revolutionary America
HIST 1310 Nineteenth-Century America

Transition Courses

LEGL 4460 Methods of Legal Research and Writing I
LEGL 4470 Methods of Legal Research and Writing II
LEGL 5450 American Constitutional Law
LEGL 5470 Civil Actions

Graduate Courses

LEGL 5100 Jurisprudence
LEGL 5300 Ethics for the Legal Professional
LEGL 5400 Anglo-American Legal History
LEGL 5480 Criminal Actions
LEGL 5490 Advanced Topics in Law
LEGL 5800 Computerized Legal Research
LEGL 6000 Research and Writing Project

Elective Courses

The combined degree in legal studies requires two elective graduate courses in addition to the courses listed.

M.A. in Management and Leadership

Undergraduate Requisite Courses

ECON 2010 Principles of Macroeconomics
ACCT 2010 Financial Accounting
MNGT 2100 Management Theory and Practices
MNGT 3400 Human Resource Management
MNGT 3500 Marketing

Transition Courses

MNGT 4100 International Management
MNGT 4900 Managerial Policies and Strategies
HRMG 5000 Managing Human Resources
MNGT 5590 Organizational Behavior

Graduate Courses

BUSN 5200 Basic Finance for Managers
HRDV 5630 Organization Development and Change
MNGT 5650 Management and Strategy
MNGT 5670 Managerial Leadership
MNGT 6000 Integrated Studies in Management

Elective Courses

The combined degree in management and leadership requires three elective graduate courses in addition to the courses listed.

M.A. in Marketing

Undergraduate Requisite Courses

ECON 2010 Principles of Macroeconomics
MNGT 2100 Management Theory and Practices
MNGT 3500 Marketing
MNGT 3510 Advertising

Transition Courses

MNGT 4330 International Marketing
MNGT 4920 Marketing Strategies*
MRKT 5890 Marketing Statistics
MRKT 5970 Marketing Research

**MNGT 4920 should be completed after MRKT 5970.*

Graduate Courses

MRKT 5920 Marketing Channel Management
MRKT 5940 Promotional Management
MRKT 5960 Marketing Management
MRKT 6000 Integrated Studies in Marketing

Elective Courses

The combined degree in marketing requires four elective graduate courses in addition to the courses listed.

M.A. in Media Communications

Students majoring in an undergraduate discipline other than media communications must earn 18 credit hours in undergraduate media communications coursework in order to qualify for the graduate portion of the combined degree program in media communications. These courses will be selected in consultation with an undergraduate advisor.

Undergraduate Requisite Courses

MEDC 1010 Introduction to Mass Communications
EPMD 1000 Introduction to Media Production
MEDC 1050 Introduction to Media Writing, or JOUR 1030 Fundamentals of Reporting
MEDC 2200 Ethics in the Media
MEDC 2800 Cultural Diversity in the Media

Transition Courses

MEDC 4100 The Law and the Media
MEDC 3260 International Communications, or MEDC 3700 Topics in International Communications
MEDC 5000 Media Communications
MEDC 5310 Media and Culture

Graduate Courses

MEDC 5400 Media Production Management
MEDC 5430 Media Communications Technology
MEDC 5460 Media Research
MEDC 6000 Seminar in Media Communications

Elective Courses

The combined degree in media communications requires four elective graduate courses in addition to the courses listed above.

M.A. in Public Relations

Undergraduate Requisite Courses

MEDC 1010 Introduction to Mass Communications
EPMD 1000 Introduction to Media Production
MEDC 1050 Introduction to Media Writing, or JOUR 1030 Fundamentals of Reporting
PBRL 2920 Writing for Public Relations
PBRL 2100 Fundamentals of Strategic Communications and Public Relations or MNGT 3550 Public Relations
ADVT 3500 Visual Communications for Advertising and Public Relations or COAP 2020 Desktop Publishing

Transition Courses

MEDC 4100 The Law and the Media
PBRL 4300 Crisis Communications Management or PBRL 4800 Media Relations
MEDC 5000 Media Communications (Requisite Course)
PBRL 5322 Public Relations

Graduate Courses

One course from the ADVT 5305-MEDC 5305 Marketing Communications sequence
MEDC 5310 Media and Culture
PBRL 5342 Writing for Public Relations or PBRL 5344 Speechwriting

Elective Courses

Students are required to choose three courses from the M.A. in public relations curriculum in addition to the courses listed. For more informa-

Combined Degrees

Undergraduate Requisite Courses

All courses required for the B.S. in accounting major with the exception of ACCT 4100 Advanced Financial Accounting and ACCT 4900 Auditing, which are defined as core transition courses between the B.S. in accounting/M.S. in finance programs

Transition Courses

ACCT 4100 Advanced Financial Accounting
ACCT 4900 Auditing
FINC 5000 Finance
FINC 5880 Advanced Corporate Finance

Graduate Courses

BUSN 6050 Macroeconomics Analysis
BUSN 6070 Management Accounting
FINC 5210 Investments
FINC 5830 Institutions and Financial Markets
FINC 5870 Derivatives
FINC 5890 Financial Statement Analysis
FINC 6290 Financial Strategies
Plus 3 credit hours of graduate electives

B.S./M.S. in Computer Science Combination

Program Description

The M.S. in computer science (COSC) program builds on the strong technical foundation in the B.S. in computer science program. The combined program allows students to enhance and further develop their technical skills in this profession.

Admission

Students seeking the combined degree in computer science must submit an application to the Academic Advising Center in St. Louis.

General Requirements

Students must have an overall lifetime 3.3 G.P.A. They should have between 64 and 98 credit hours and have successfully completed at least 15 credit hours of required COSC coursework before applying for the combined degree program. Students must be accepted into the program before enrolling in the 4000-level core courses or any graduate-level courses. Students must take all of the undergraduate courses before taking any of the graduate courses.

This program requires that 60 credit hours of COSC coursework be taken at Webster University. It is required that computer science students pursuing the combined degrees option complete both 30 undergraduate COSC credit hours and 30 graduate COSC credit hours in residency.

Combined Degrees

Combined Degrees

Graduate Courses

MUSC 4230 Seminar in Music Business	2 hours
MUSC 4950 Webster New Music Ensemble	1 hour
Major Ensemble—1 semester	1 hour
MUSC 4920 Webster University Choral Society	

Other Programs

M.M. in Performance: Guitar

multidisciplinary studies, science, social science, and special education. An M.A.T. in multidisciplinary studies is offered in Kansas City, Missouri; Jacksonville, Florida; and in Crystal Lake, Illinois.

Master of Fine Arts in Arts Management and Leadership

The M.F.A. in arts management and leadership is designed to develop professional, enlightened, and imaginative leadership for visual and performing arts institutions. Students will acquire an understanding of the theories of business management and techniques with special emphasis on the application of these skills to the arts. Internships and professional residencies will afford the students with practical and meaningful experiences in the field.

The M.F.A. in arts management and leadership is offered only at the St. Louis home campus.

Master of Health Administration

The M.H.A. is designed to equip the student with those skills necessary for effective management or administration in the health field. This is a non-clinical course of study. Students are introduced to various types of health delivery systems, the implications for managing diverstudnical cour4al course ogned to equip teuced to various types

Graduate Certificates

A graduate certificate normally consists of specified coursework with a defined focus.

Current Graduate Certificates

Computer Science/Distributed Systems (COSC courses)
Decision Support Systems (CSIS courses)
Gerontology (GERN courses)
Gifted Education (SOCS courses)
Global Commerce (GLBL courses)
Government Contracting (PROC courses)
Intellectual Property Paralegal Studies (LEGL courses)
Non-Profit Management (MNGT and other courses)
Paralegal Studies (LEGL courses)
Remote Sensing Analysis and Geospatial Information Systems (SPSM courses)
Teaching English as a Foreign Language (COMM/FRLG courses)
Web Services (COAP courses)

Criteria

1. Students seeking a graduate certificate must have a bachelor's degree or its equivalent.
2. Graduate certificates will have a minimum of 18 credit hours. Additional requirements may apply.
3. Transfer credits and course substitutions are not applicable to graduate certificates.
4. The grading policy for the M.A. and the M.B.A. at Webster University applies to the graduate certificate in related curricula.
5. Courses fulfilling requirements of one graduate certificate may not be applied toward another certificate.
6. Courses fulfilling the requirements for a graduate certificate may satisfy partial requirements of a degree program.

Students seeking the graduate certificate should consult the Academic Policies and Procedures section of the current Graduate Studies Catalog for information regarding application, admission, registration, and academic policies.

Undergraduate Studies

Undergraduate studies include the bachelor of arts (B.A.), the bachelor of science (B.S.), the bachelor of fine arts (B.F.A.), the bachelor of music (B.M.), and the bachelor of music education (B.M.Ed.). A degree completion program culminating in the bachelor of science in nursing (B.S.N.) is available.

Combined accelerated programs are available to students in the St. Louis area who meet the requirements for the bachelor of arts or science/master of arts degrees, the bachelor of music/master of music degrees, or the bachelor of science in nursing/master of science in nursing degrees. The bachelor of science/master of science combination in computer science is available to qualified students in both St. Louis and Orlando.

Requirements

Requirements for a baccalaureate degree at Webster University include ate degree a

Tuition, Fees, and Refunds

Tuition and Fees

The tuition rates listed are effective for the 2007-2008 academic year and are subject to change.

M.A., M.S., M.S.N., M.B.A., M.H.A., M.F.A., M.P.A., M.M., and D.Mgt.

Tuition per credit hour

Students enrolled at Webster University metropolitan campuses or nonmilitary locations outside the St. Louis area (excluding Irvine and San Diego)	$435
Students enrolled at St. Louis area campuses (except doctoral students and other specialized degree areas)	$520
Students enrolled at the Irvine and San Diego campuses	$485
Active duty military enrolled at military locations	$295
Other students enrolled at military locations*	$345
Students enrolled in the doctorate program	$590
Active duty military enrolled in online courses	$395
Students enrolled in online graduate courses	$575

**Reservists and retired military, federal and contract employees of the installation and dependents of active duty military may be eligible for a reduced tuition rate at on-b e[illegible]tiv*

Refunds

The student tuition refund rates apply when a student drops or withdraws from a course in accordance with University enrollment policies and the refund has been approved.

Students in California will receive a pro rata refund of tuition if the withdrawal is within 60 percent of the beginning of the enrollment period. All other student refunds/tuition waivers are made according to the following schedule:

	Date	16-Wate	

University Directory

Office of the President

Richard S. Meyers, *President*
B.M., DePaul University; M.S., University of Southern California; Ph.D., University of Southern California

Karen Luebbert, *Vice President and Executive Assistant to the President*
B.A., Webster University; M.S.L.S., Case Western Reserve University; Ph.D., Saint Louis University

Institutional Research
Chris Kemmerer, coordinator

Loretto-Hilton Center
Arthur Lueking, director

Office of Public Affairs
Polly Burtch, director, news and public information
Barb Ehnes, media relations coordinator
Merry Graf, sports information coordinator
Krissi Timmerman, communications coordinator
Christine Wells Eason, media relations coordinator

Special Events
Jennifer Willis, special events coordinator
Nancy Higgins, special events coordinator

Administration

Neil J. George, *Executive Vice President, and Vice President for Academic Affairs*
B.A., King's College; M.A., Georgetown University; Ph.D., Case Western Reserve University

Academic Affairs Administration
Benjamin Ola. Akande, dean, School of Business and Technology; B.S., Wayland Baptist University; M.P.A., M.A., Ph.D., University of Oklahoma
Debra A. Carpenter, dean, School of Communications; B.S., University of Kansas; M.A., Saint Louis University
Grant Chapman, associate vice president for academic affairs and director of international programs; B.S., Oklahoma State University; M.A., J.D., Saint Louis University
Brenda Fyfe, dean; B.S., Quincy University; M.Ed., University of Illinois; Ed.S., Southern Illinois University
Kathy Marlock, director of assessment; B.S., M.S., Ph.D., University of Utah
M. Elizabeth Russell, associate vice president for academic affairs and director of metropolitan campuses; B.M., M.A., Webster University; Ph.D., St. Louis University
Peter E. Sargent, dean, Leigh Gerdine College of Fine Arts; B.F.A., Carnegie Institute of Technology; M.F.A., Yale University
James Staley, associate vice president for academic affairs; B.A., St. Ambrose College; M.M., University of Michigan; Ph.D., Catholic University of America
Dan Viele, associate vice president for academic affairs and director of online programs; B.A., University of Illinois at Springfield; M.S., Colorado State University
David Carl Wilson, dean, College of Arts & Sciences; B.A., University of Georiga; M.A., University of Illinois at Chicago; M.A., Ph.D., University of California at Los Angeles
Randy Wright, associate vice president for academic affairs and director of military campuses; B.S., Campbell University; M.A.E., East Carolina University; M.A., Webster University

Academic Advising/Academic Resource Center
Thomas C. Nickolai, director, academic advising
Paula Aguilar, academic advisor
Tyann Cherry, academic advisor
Karen Freeman, coordinator, academic advising and business student

University Directory

Undergraduate Admissions

Niel DeVasto, director, undergraduate admissions
Joan Finder, associate director
Christopher Fletcher, assistant director
Andrew Laue, coordinator
Valerie Lewis, admission representative
Matt Schutte, assistant director
Luigi Scire, associate director
Laura Stuhlman, admission representative

Graduate and Evening Student Admissions

Matt Nolan, director, graduate and evening student admissions
Denise Harrell, associate director
Sarah Nandor, associate director

Financial Aid

Jon Gruett, director, financial aid
Dee Berkey, financial aid counselor
Jay Cooley, financial aid counselor

University Directory

Matthew Andrew, *Director and Interim Vice President for Development*

Development

Kathie Ayers, manager of administration
Lynn Barth, development officer, major gifts
George Billings, development officer, extended campuses
Ann Brennan, development officer, individual gifts
Carolyn Corley, development officer, senior government and foundation grants

University Directory

McConnell Air Force Base Campus, Wichita

Christiane Heilman, senior director
Dale Richmond, faculty coordinator
Sharon L. Chester, academic advisor
Adrienne Churchill, community relations coordinator

Maryland

Andrews Air Force Base Campus

Samuel Shiplett, director

Massachusetts

Hanscom Air Force Base Campus

Debra L. Ingles, director

University Directory

International

Bert Barry, director, English as a second language programs and

Faculty

Adjunct faculty are assigned the title of adjunct professor. Adjunct faculty can be characterized as follows:

1. They teach for Webster University on a continuing basis.
2. They attend faculty meetings.
3. They attend institutes and workshops for adjunct faculty.
4. They are evaluated by students at the end of each course taught.
5. They submit course syllabi prior to the beginning of classes.
6. They participate in curriculum design through workshops and faculty meetings.

Part-time faculty are persons who are not fully employed by Webster University but teach courses for Webster University; or, if fully employed, teach on a first-time basis.

Arizona

Luke Air Force Base

James M. Atkins, B.B.A., University of Toledo, 1984; M.S., Texas A&M University, 1986; Webster, 2005–
Melissa C. Brashears, B.B.A., Eastern Kentucky University, 1989; M.B.A., Arizona State University, 2000; Webster, 2005–
Gary M. Bridget, B.S., New School University, 1992; M.S., New School University, 1994; M.A., Webster University, 2006; Webster, 2000–
Kathy J. Dioguardi, B.S., Northern Arizona University, 1979; M.B.A., Arizona State University, 1985; Webster, 2006–
Patricia A. Duryea, B.S., Arizona State University, 1987; M.Ed., Northern Arizona University, 1994; Ph.D., Walden University, 1996; Webster, 2001–
Michael M. Eagen, A.B., San Diego State University, 1978; M.A., Naval War College, 1998; M.A., Webster University, 2002; Webster, 2002–
Edward S. Favilla, B.S., Seattle University, 1959; M.S., Seattle University, 1969; M.A., Santa Clara University, 1971; Ph.D., Arizona State University, 1975; Ph.D., University of North Texas, 1985; Webster, 2001–
Nancy L. Herrington, B.A., University of Texas, 1978; M.B.A., University of Texas, 1991; Webster, 2004–
Leonard O. Hilder, Jr., B.S., United States Naval Academy, 1954; M.S.E.E., Naval Postgraduate School, 1964; Webster, 2000–
Daniel R. Hughes, B.A., University of Illinois, 1993; M.A., Western Illinois University, 2005; Webster, 2006–
Alva H. Jared, B.S., Western Illinois University, 1955; M.A.Ed., Ball State University, 1956; Ed.D., Arizona State University, 1968; Webster, 2004–
Dianne J. Johnson, B.S., University of Arizona, 1967; M.B.A., Arizona State University, 1976; Webster, 2005–
Cynthi A. Knight, B.S.B.A., Northern Arizona University, 1977; M.B.A., Loyola Marymount University, 1984; Webster, 2001–
Herbert G. Kretz, B.S., University of Miami, 1961; M.B.A., University of Miami, 1962; Webster, 1999–
Michael S. Kriley, B.S., Park University, 1999; M.A., Arizona State University, 2002; Webster, 2002–
Wayne M. LeBlance, B.S., Southern Illinois University, 1991; M.P.A., Arizona State University, 1995; Webster, 2003–
David A. McIntosh, B.S., Rollins College, 1984; M.B.A., University of Phoenix, 1999; Webster, 2001–
Stephen R. Mezhir, B.S., United States Air Force Academy, 1989; M.A., Webster University, 2003; Webster, 2005–
George C. Morris, B.A., Rowan University, 1982; M.P.A., Troy State University, 1988; Webster, 2004–
William G. Netols, B.B.A., University of Wisconsin, 1961; M.B.A., University of Michigan, 1969; Webster, 2005–
Larry A. Packwood, B.S.C., University of Idaho, 1961; M.B.A., Seattle University, 1975; Webster, 2003–
Stephen J. Przeslicke, B.A., Northeastern Illinois University, 1982; M.A., Webster University, 1992; J.D., Arizona State University, 2002; Webster, 2004–
Owen P. Pulliam, B.S., Southwest Texas State University, 1978; M.S., Abilene Christian University, 1981; Webster, 2003–
Christopher D. Reams, B.S., Park University, 1992; M.S., Chapman University, 1994; Webster, 2002–
Leslie S. Rowans, B.A., Roosevelt University, 1989; M.B.A., Keller Graduate School of Management, 2003; Webster, 2006–
Natalie J. Sayer, B.M.E., University of Dayton, 1988; M.S.E., University of Michigan, 1992; Webster, 2006–
David G. Skeen, B.A., University of Washington, 1970; LL.M., University of San Diego, 1983; J.D., University of Chicago, 1973; Webster, 2004–
Hank L. Suverkrup, B.S., University of Dubuque, 1950; M.A.Ed., Northern Arizona University, 1959; Webster, 1983–
Kendra S. Swensen, B.S., University of Arizona, 1982; M.B.A., University of Denver, 1988; Webster, 2002–
Pamela J. Unternaehrer, B.S., Weber State University, 1971; M.A., University of Utah, 1972; Ed.S., University of Minnesota, 1978; M.I.M., American Graduate School of International Management, 1991; J.D., Hamline University, 1983; Webster, 2005–
Shaughna L. Vaughan, B.A., Ottawa University, 1996; M.A., Ottawa University, 1999; Webster, 2001–
Louis C. Walsh, A.B., The Citadel, 1962; M.B.A., Pepperdine University, 1974; Webster, 2004–

Arkansas

Fayetteville Metropolitan Campus

Gregory P. Burris, B.S.B.A., Missouri Southern State College, 1978; B.S., Missouri Southern State College, 1983; M.S., University of Tulsa, 1985; Webster, 2004–
Rebecca T. Elliott, B.S.Ed., Arkansas State University, 1974; M.Ed., Arkansas State University, 1976; Ed.D., University of Memphis, 1998; Webster, 2003–
Roger R. Esser, B.A., University of Wisconsin, 1973; M.I.M., American Graduate School of International Management, 1975; Webster, 2003–
Michael H. Gibbs, B.S.B., Virginia Polytechnic Institute and State University, 1975; M.B.A., Regis University, 1996; Webster, 1999–
Frederick C. Heismeyer III, B.S., West Virginia University, 1978; M.S., Emporia State University, 1982; Ed.D., University of Arkansas, 1993; Webster, 1996–
Roy H. Hildebrand, Jr., B.S., Arkansas State University, 1971; M.S., Iowa State University, 1982; Webster, 1999–
Fred C. Hurd, B.A., Arkansas State University, 1969; M.P.A., University of Arkansas, 1991; Webster, 1999–
Dennis A. Jones, B.S., Jacksonville State University, 1983; M.B.A., Webster University, 2000; Webster, 2001–
Donald M. King, B.S., United States Naval Academy, 1962; M.B.A., Eastern Michigan University, 1972; Ph.D., University of Michigan, 1976; Webster, 2003–
Patricia R. Kuhn, B.S., Towson University, 1962; M.S.E., University of Central Arkansas, 1981; Ed.S., University of Arkansas, 1997; M.B.A., Webster University, 2006; Webster, 1999–
Bobby G. Marion, B.S., Henderson State University, 1985; M.B.A., Henderson State University, 1987; Webster, 1999–
Stephen M. Percival, B.S.B., Wright State University, 1979; M.B.A., Wright State University, 1987; Webster, 2002–
Larry L. Seifert, B.A., Arkansas Tech University, 1973; M.A., Webster University, 1992; Ed.D., University of Arkansas, 1997; Webster, 1998–

Faculty

Debra A. Steele, B.S., Northeastern State University, 1990; M.A., Webster University, 1992; M.B.A., Webster University, 2000; Webster, 1999–
Robert H. Sutton, B.S.P.A., University of Arkansas, 1980; M.B.A., Oklahoma City University, 1989; Webster, 1999–
John B. Swabb, B.A., University of Central Oklahoma, 1986; M.S., Oklahoma State University, 1987; Webster, 2005–

Fort Smith Metropolitan Campus

Judith A. Bauman, B.S., Northern Illinois University, 1977; M.A., Western Michigan University, 2000; Webster, 2005–
Darren L. Burgess, B.S., Northeastern Oklahoma A&M College, 1987; M.B.A., Southeastern Oklahoma State University, 2006; Webster, 2006–
A. Wade Coggins, B.B.A., Harding University, 1981; M.B.A., University of Arkansas, 1993; J.D., University of Arkansas, 1993; Webster, 1998–
N. Donald Jenkins, Jr., B.S.B., Arkansas State University, 1991; J.D., University of Arkansas, 1994; Webster, 2004–
William E. Lacewell, B.S.B.A., University of Arkansas, 1966; M.Ed., University of Arkansas, 1968; Ed.D., University of Arkansas, 1983; Webster, 2007–
Carol McAlister, B.A., East Tennessee State University, 1966; M.B.A., Webster University, 1998; Webster, 1999–
Joseph C. McCoy, B.S., University of Arkansas, 1995; M.B.A., University of Arkansas, 2001; Webster, 2007–
Johnny L. McKusker, B.S., Arkansas State University, 1994; M.B.A., Webster University, 1997; M.A., Webster University, 2004; Webster, 2003–
Marcia D. Melvin, B.S., The College of the Ozarks, 1985; M.B.A., Webster University, 2001; M.A., Webster University, 2006; Ph.D., Capella University, 2006; Webster, 2006–
Jeremy Schreckhise, B.S., Arkansas Tech University, 2003; M.B.A., John Brown University, 2006; Webster, 2006–
Larry L. Seifert, B.A., Arkansas Tech University, 1973; M.A., Webster University, 1992; Ed.D., University of Arkansas, 1997; Webster, 1998–
Mark L. Shackelford, B.S., Arkansas Tech University, 1981; M.A., Webster University, 1994; Webster, 2005–
Patsy L. Stephens, B.S.Ed., University of Missouri, 1972; A.M., University of Missouri, 1973; Ph.D., University of Missouri, 1981; Webster, 1998–
Joshua J. Teague, B.S., Arkansas Tech University, 2002; M.B.A., Webster University, 2005; Webster, 2006–
Robert L. Wofford, B.S., University of the Ozarks, 1979; M.B.A., University of Central Arkansas, 1982; Webster, 1997–

Little Rock Air Force Base

John R. Adams, B.S., Park University, 1995; M.A., Webster University, 2003; Webster, 2003–
Albert J. Baker, B.S.Ed., University of Arkansas, 1963; M.R.C., Arkansas State University, 1972; Ed.S., University of Arkansas, 1983; Ed.D., University of Arkansas, 1986; Webster, 1980–
Bruce L. Bauer, B.A., Hendrix College, 1978; M.S., Oklahoma State University, 1980; Webster, 1993–
James D. Behel, B.A., Harding University, 1972; M.A.T., Harding University, 1973; M.B.A., Auburn University, 1982; Ph.D., University of Arkansas, 1998; Webster, 1987–
Michael A. Blanchett, B.S., Park University, 1989; M.B.A., Webster University, 2000; Webster, 2007–
Harold E. Boldt, B.A., University of North Texas, 1973; M.P.A., University of North Texas, 1974; Webster, 2002–
James W. Breakfield, Jr., B.A., Virginia Polytechnic Institute & State University, 1971; B.S.B.A., Old Dominion University, 1976; M.A., Old Dominion University, 1984; Webster, 2000–
Clinton E. Brown, B.S., Park University, 1993; M.A., Webster University, 1995; Webster, 2005–
Donald D. Cherepski, B.S., Memphis State University, 1967; M.A., Memphis State University, 1969; Ed.D., University of Arkansas, 2000; Webster, 2002–
Kenneth Coon, Sr., B.S., Louisiana Tech University, 1962; M.S., Utah State University, 1965; M.S., University of Central Arkansas, 1976; Ed.D., University of Arkansas, 1979; Webster, 1986–
Tommy D. Crisco, B.B.A., University of Central Arkansas, 1984; M.S., University of Central Arkansas, 2000; Webster, 2000–
Mark A. Davis, B.S.O.E., Wayland Baptist University, 1981; B.S.O.E., Wayland Baptist University, 1987; M.B.A., Baker College, 1999; D.B.A., Argosy University, 2002; Webster, 2003–
Donald P. Diffine, B.A., California State University, 1966; M.A., St. Mary's University, 1970; Ph.D., University of Mississippi, 1975; Webster, 1983–
Kenneth L. Douglas, B.S., University of the Ozarks, 1984; M.B.A., University of Central Arkansas, 1986; Webster, 1990–
Jerald L. Garner, B.S., Park University, 1988; B.S., Park University, 1988; M.S., University of Arkansas, 1990; Webster, 1997–
Charles E. Graham, Jr., B.S., Park University, 1982; M.B.A., Campbell University, 1990; J.D., University of Arkansas, 2001; Webster, 2001–
Albert R. Hart, B.B.A., Cleveland State University, 1965; A.M., University of Northern Colorado, 1977; Webster, 1994–
Michael L. Hostetler, B.S., Park University, 1996; M.A., Webster University, 2000; Webster, 2003–
Lona H. McCastlain, B.S.Ed., Arkansas State University, 1986; J.D., University of Puget Sound, 1993; Webster, 2005–
Kathleen H. McComber, B.S.E., University of Arkansas, 1977; M.A., Webster University, 1996; Webster, 2004–
Terry L. Mercing, B.S.B.A., University of Arkansas, 1968; M.B.A., University of Arkansas, 1969; Webster, 1996–
Elizabeth A. Rainwater, B.A., University of Arkansas, 1975; M.P.A., University of Arkansas, 1986; Webster, 2006–
Gary L. Sample, B.S., University of Arkansas, 1995; M.S., University of Arkansas, 1996; Webster, 1999–
J. Patrick Sweeden, B.A., University of Arkansas, 1989; M.A., University of Arkansas, 1993; Webster, 1999–
Stanley L. Warrick, B.S., United States Military Academy, 1977; M.S.M., Lake Forest Graduate School of Management, 1989; J.D., University of Arkansas, 2003; Webster, 2005–

Little Rock Metropolitan Campus

Albert J. Baker, B.S.Ed., University of Arkansas, 1963; M.R.C., Arkansas State University, 1972; Ed.S., University of Arkansas, 1983; Ed.D., University of Arkansas, 1986; Webster, 1980–
William Bastress, Jr., B.B.A., University of Texas, 1970; M.B.A., Stephen F. Austin State University, 1976; Webster, 2002–
Linda L. Blair, B.A., Southern Arkansas University, 1971; M.A., University of Arkansas, 1984; Webster, 1990–
Stacy W. Boncheff, B.A., Hendrix College, 1984; M.B.A., Webster University, 2002; Webster, 2006–
James B. Boyer, B.S., Brigham Young University, 1980; M.B.A., University of Arkansas, 1999; Webster, 2000–
Joseph J. Bures, B.S.B.A., Creighton University, 1969; J.D., Creighton University, 1972; Webster, 2005–
Robert E. Burnside, B.A., Rhodes College, 1979; M.B.A., Tulane University, 1981; Webster, 1992–
Kenneth Coon, Sr., B.S., Louisiana Tech University, 1962; M.S., Utah State University, 1965; M.S., University of Central Arkansas, 1976; Ed.D., University of Arkansas, 1979; Webster, 1986–
Donald P. Diffine, B.A., California State University, 1966; M.A., St. Mary's University, 1970; Ph.D., University of Mississippi, 1975; Webster, 1983–
Kenneth L. Douglas, B.S., University of the Ozarks, 1984; M.B.A., University of Central Arkansas, 1986; Webster, 1990–

Faculty

Allen W. Frazier, B.B.A., Harding University, 1983; M.B.A., University of Wisconsin, 2000; Webster, 2002–

Adriian F. Gardner,

Faculty

Eugene B. Jasmin, Jr., B.S.B., Southern University, 1974; M.B.A., University of Phoenix, 1998; Webster, 2002–
Robert P. MacPherson, Jr., B.B.A., Nichols College, 1971; M.S., University of Massachusetts, 1974; M.B.A., Boston University, 1994; Webster, 2005–
Gregory J. Meyer, B.S., Ohio State University, 1987; M.B.A., University of West Florida, 1996; M.S., Air Force Institute of Technology, 1997; Ph.D., Air Force Institute of Technology, 2003; Webster, 2006–
Kathy G. Osburn, B.S., University of Redlands, 1996; M.A., Regent University, 2000; Webster, 2002–
Ben Sour, Jr., B.A., Southern Methodist University, 1970; M.B.A., University of Utah, 1978; M.A.S., Embry-Riddle Aeronautical University, 1993; Webster, 1999–
Kelley A. Spears, B.S., Texas Tech University, 2004; M.S., Texas Tech University, 2005; Webster, 2006–
Roland E. Sprague, B.S., University of Rochester, 1970; M.Eng., Pennsylvania State University, 1974; Webster, 2002–
Donna L. Thomason, B.B.A., University of Central Oklahoma, 1986; M.B.A., National University, 1994; Webster, 2003–
Helga L. Zeigler, B.S.B.A., University of Arizona, 1991; M.S.A., Central Michigan University, 2001; Webster, 2003–
Murad A. Zikri, B.S., University of Khartoum, 1989; M.A., University of Khartoum, 1991; M.B.A., Webster University, 2004; Ph.D., University of Bern, 2001; Webster, 2002–

Fort Irwin

Derrick C. Darden, B.S., Liberty University, 1992; M.H.R., University of Oklahoma, 1998; Webster, 2004–
Albert G. Di Canzio, B.S., Georgetown University, 1965; M.S., West Coast University, 1976; M.B.A., West Coast University, 1978; Webster, 2001–
Michael C. Farrell, B.A., College of the Holy Cross, 1973; M.A.T., University of Arizona, 1985; M.A., Chapman University, 1998; M.B.A., City University, 2003; Webster, 2006–
Jack P. Hahm, B.S., California Baptist College, 1967; M.P.A., San Diego State University, 1970; Ph.D., The Claremont Graduate University, 1976; Webster, 2002–
Colin K. Stewart, B.B.A., Memphis State University, 1976; M.A., Temple University, 1993; Webster, 2004–
Issa Wajeel, B.S., Wayland Baptist University, 1996; M.S.A., Central Michigan University, 2000; Webster, 2003–
Kim H. Young, B.S., Pennsylvania State University, 1979; M.B.A., University of La Verne, 1994; Webster, 2004–

Irvine Metropolitan Campus

Pamela L. Anke, B.A., California State University, 1979; M.B.A., California State University, 1981; Webster, 2003–
W. Patterson Barnes, B.S.E.E., University of Tennessee, 1959; M.S., Georgia Institute of Technology, 1966; Webster, 1993–
John A. Bonosoro, B.A., Pepperdine University, 1979; M.B.A., National University, 1984; Webster, 1997–
Herbert M. Cohen, B.A., University of California, 1967; M.B.A., California State University, 1979; Webster, 1983–
Louis W. Columbus, B.S., University of Arizona, 1980; M.B.A., Pepperdine University, 1984; Webster, 2003–
Frances S.L. Diaz, B.A., University of California, 1998; M.A., Pepperdine University, 2000; Psy.D., Pepperdine University, 2005; Webster, 2006–
Edward G. Fratantaro, Jr., B.S., University of San Diego, 1965; M.B.A., California State University, 1972; Webster, 1981–
Marilyn Hawthorne, B.A., Patricia Stevens College, 1972; J.D. Western State University College of Law, 1997; Webster, 2002–
Ardavazt Honanyan, A.B., George Washington University, 1967; M.B.A., New York University, 1973; Webster, 1998–
William L. Jenkins, Jr., B.S.Ed., Delta State University, 1970; M.Div., Southern Baptist Theological Seminary, 1974; D. Min., Columbia Theological Seminary, 1985; Webster, 1999–
Neil M. Kuritzky, B.C., Cape Technicon Union of South Africa, 1975; M.B.A., United States International University, 1983; Webster, 1994–
David A. McCoy, B.S., California State University, 1970; M.B.A., Golden Gate University, 1980; Webster, 2003–
Kenneth C. Middleton, B.A., California State University, 1992; M.S., Brigham Young University, 1995; Ph.D., Brigham Young University, 2000; Webster, 2005–
Gil R. Mosard, B.S., Southern Methodist University, 1971; M.A.S., Southern Methodist University, 1973; M.A., Southern Methodist University, 1973; Ph.D., Southern Methodist University, 1976; Webster, 1995–
David J. Nicklaw, B.A., Loyola Marymount University, 1969; M.B.A., University of Southern California, 1971; Webster, 2004–
Douglas J. Petrikat, B.A., Hunter College, 1990; M.B.A., University of California, 2004; Webster, 2004–
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