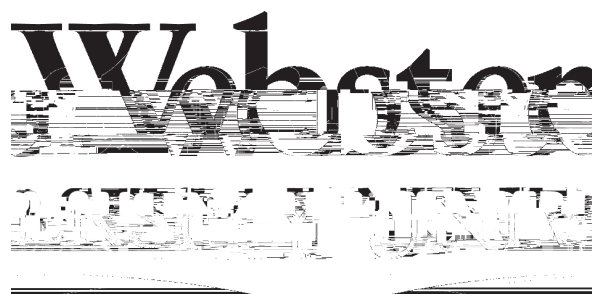


2016–17 Graduate Studies Catalog



College of Arts & Sciences
George Herbert Walker School of Business & Technology
Leigh Gerding College of Fine Arts
School of Communications
School of Education



Published 01 June 2016

Graduate Studies Catalog

This catalog represents policies, procedures and graduate program requirements in effect for the 2016-17 academic year, which runs from June 1, 2016 through May 31, 2017. The policies and procedures are the same regardless of delivery method of programs.

For general information or application materials:

U.S. Citizens to the St. Louis Campus

Phone: 314-968-7100 Fax: 314-968-7116 E-mail: gadmit@webster.edu

U.S. Citizens to Extended U.S. Campuses

Phone or fax the campus of your choice. (For phone and fax information, see the U.S. Extended Campuses Offering Undergraduate Degree Completion section of this catalog.)

International Students to U.S. Campuses

Phone: international access code +314-968-7433
Fax: international access code +314-968-7119 E-mail: intlstudy@webster.edu

U.S. Residents to International Campuses

Phone: 314-968-6988 • 1-800-984-6857 Fax: 314-968-7119 E-mail: 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 International Campuses for Undergraduates section of this catalog.)

Webster University is a private, non-profit, independent, multi-campus, international institution offering a wide variety of undergraduate and graduate degree programs. Founded in 1915, Webster University's home campus is in Webster Groves, Missouri, USA, a major suburban center of the St. Louis metropolitan area. Webster University also offers programs at extended campus locations throughout the United States, including military education installations and metropolitan centers, international programs in Europe, Asia, Africa, and South America, and online distance learning programs in a large number of academic disciplines.

Webster University is academically organized into five schools and colleges:

- College of Arts & Sciences
- Leigh Gerding College of Fine Arts
- School of Business and Technology
- School of Communications
- School of Education

The policies and courses listed in this catalog represent the curriculum for the following degrees:

- Master of Arts
- Global Master of Arts
- Master of Arts in Teaching
- Master of Business Administration
- Master of Health Administration
- Master of Public Administration
- Master of Fine Arts
- Master of Marketing
- Master of Music
- Combined Bachelor of Music/Master of Music
- Master of Science

- Master of Science in Nursing
- Educational Specialist
- Doctor of Education
- 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.

Webster University works with an independent certified public accountant to assure that there is sufficient funding through a tuition guaranty bond. A copy of the bond document can be requested by mail addressed to Webster University, Office of Academic Affairs, 470 E. Lockwood, St. Louis, MO, 63119.

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 non-disqualifying 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.

Governance

Webster University accepts in principle that the governance of the University is a shared responsibility of administration, faculty, and students. Administrators provide executive continuity; faculty and students participate in governance mainly through the constituent assemblies and the work of committees. The latter provide for constructive interactions among administrators, faculty, and students.

Organizationally, the Board of Trustees oversees all activities of the University. Leadership is headed by the President, who is responsible for determining the overall strategic direction and priorities for the University. The Provost and Senior Vice President is Webster University's chief academic and chief operating officer. A full description of the organizational structure of the University, including current administrators and a list of Board of Trustees members, can be found at www.webster.edu/president/university-leadership.

Notice of Non-Discrimination

Webster University is committed to non-discrimination and equal opportunity regarding the treatment of students, faculty and staff. The University considers employment, admissions, financial aid,

programs, and activity applications without regard to race, sex, sexual orientation, gender identity, color, creed, age, ethnic or national origin, or disability. Inquiries or complaints related to any of these areas should be addressed to the appropriate individuals identified below.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Matters concerning student sexual misconduct:

Phil Storm

Student Conduct Officer/Deputy Title IX Coordinator
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-6980
philipstorm12@webster.edu

Ted F. Hoef

Associate Vice President for Student Affairs and Dean of Students
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-968-6980
hoeftl@webster.edu

Matters concerning athletics:

Merry Graf

Interim Director of Athletics
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-7930
mgraf@webster.edu

Matters involving student grievances:

Colette Cummings

Associate Dean and Director of the Multicultural Center and International Student Affairs
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-7738
cumminco@webster.edu

Matters concerning academic issues:

M. Elizabeth (Beth) Russell

Assistant Provost for Graduate Studies
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-8298
russelmb@webster.edu

Matters concerning employees and applicants for employment:

Betsy M. Schmutz

Associate Vice President and Chief Human Resources Officer
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119-3194
314-968-6960
schmutz@webster.edu

Webster University 2016-2017 Graduate Studies Catalog

Services for Students.....	1
Key Dates from the Academic Calendar.....	4
Mission and Values.....	5
Statement of Ethics.....	6
Accreditation and Memberships.....	7
Tuition, Fees and Refunds.....	

Services for Students

Academic Advising

The Academic Advising Center coordinates the undergraduate and graduate advising system. This office provides students with information about academic programs as well as special study opportunities; it also administers registration for graduate degree programs.

Contact Information:

Web: www.webster.edu/advising
Toll Free: 800-982-3847
Phone: 314-968-6972
Email: advising@webster.edu
Web: www.webster.edu/advising

Academic Resource Center (ARC)

The Academic Resource Center provides academic resources, support, advocacy, and access through relationships that empower students across the worldwide Webster University community. The ARC helps students succeed at Webster in a number of ways, including the following:

The **Writing Center** provides a friendly, welcoming place where writers receive one-on-one coaching in order to become independent writers and demystify the writing process. Trained coaches help students through the process of writing a paper. Information about how to schedule appointments as well as about online resources and helpful writing tips may be found on the ARC webpage (www.webster.edu/arc). The Online Writing Center draws on a group of writing experts to offer writing coaching to students unable to meet face-to-face. Papers may be submitted via the "Writing Assistance" link in a course's WorldClassRoom template or by following the instructions on the Online Writing Center's website accessible through www.webster.edu/arc.

The **Tutoring program** provides a pool of capable tutors who are available to work one-on-one or in small groups with students to help them achieve greater confidence, independence and success as learners. Individual peer tutoring is available by appointment for both short-term "catch-up" work and for ongoing support. Online tutoring is also accessible to Webster University students in high-demand, graduate-level courses.

The ARC's **Testing Center** proctors rescheduled tests with an instructor's approval as well as accommodated tests and the MBA prerequisite waiver exams. Appointments must be made at least 24 hours in advance of the requested testing time.

Disability Accommodations are available through the ARC. Webster University considers admission, financial aid, program, and activity applications without regard to disability. The Academic Resource Center's ADA Coordinator helps students with documented physical, emotional, and/or learning disabilities obtain the accommodations they need to have equal access to information and equal opportunity for program success.

While Webster University does not provide diagnostic learning disability testing, faculty members who suspect a student may have a learning disability should contact the ADA Coordinator for consultation. Students who are concerned that they may have a learning disability may also make arrangements to discuss psychoeducational testing referrals. Students with short-term disabilities (e.g., a broken leg) may also arrange temporary accommodations by contacting the ADA Coordinator.

Students with documented disabilities should contact the ARC to arrange for appropriate accommodations to ensure equal

access to Webster's programs and activities. Assistive technology consultation for Kurzweil 3000, Dragon Naturally Speaking, ZoomText, JAWS, Smartpen, Braille, alternative texts, alternative keyboards, reading software and other hardware/software is available upon request. Alternative-formatted textbooks, within publisher permission and copyright parameters, may be ordered for students and faculty and staff members whose documented disabilities include this option as an accommodation.

Contact Information:

Phone: 314-246-7620
Email: arc@webster.edu
Web: www.webster.edu/arc

Admission

The Office of Admission coordinates the recruitment and processing of applications for undergraduate, graduate and international students.

Contact Information:

Toll Free: 1 800-753-6765
Phone: 314-246-7800
Fax: 314-968-7122
Email: admin@webster.edu

Career Planning and Development Center

The Career Planning & Development Center (CPDC) provides comprehensive career development resources for students.

The CPDC website and social media platforms continue to evolve. Through these resources, students can find information about career planning, the labor market, resume best practices, interviewing skills and job search strategies. Through Gorlok Career Link, Webster University's online career management system, students can manage their job or internship search process. Additionally, within Gorlok Career Link, students can access Going Global databases which house city and country guides. These guides provide job search resources specific to most major metropolitan cities in the United States and currently have guides for 43 countries throughout the world.

Graduate students in the Walker School of Business and Technology are served through a professional career management program in partnership with Right Management, a global leader in talent and workforce solutions. This career management program is delivered in two phases; a one-credit hour course and a 12-month career management program, compliments of Webster University.

Contact Information:

Toll Free: 800-981-9805
Phone: 314-968-6982
Email: careern@webster.edu
Web: www.webster.edu/career-services
Facebook: <https://www.facebook.com/WUCareerPlanning>
Twitter: <https://twitter.com/WebUCareerServ>
YouTube: <http://bit.ly/1Pit1jr>

Financial Aid

The Financial Aid Office processes applications for all federal, state, and institutional student financial aid for all applicants throughout the Webster network.

Contact Information:

Toll Free: 800-983-4623
Phone: 314-968-6992

Services for Students

Fax: 314-968-7125
Email: financialaid@webster.edu
Web: www.webster.edu/financialaid

Help Desk

The Help Desk is your centralized resource for technology issues/questions, including those pertaining to Connections account setups, accessing the Connections portal (to reach services like email and Student Academic Services), and WorldClassRoom (online courses).

Contact Information:

Toll Free: 866-435-7270
Phone: 314-968-5995
Email: support@webster.edu

International Opportunities

Preparing students to be global citizens and leaders is a core part of Webster University's mission. With an acclaimed study abroad program, campuses on four continents, and students from nearly every country in the world, Webster provides students with ample opportunity for a truly international education. To learn how Webster can broaden your horizons, explore the programs and offices below:

The Center for International Education (CIE) is a crossroads of international opportunities and activities for the University and surrounding communities. It arranges housing for participants in the international studies major and certificate programs and serves as an information resource for faculty and staff members as well as students seeking international fellowships, grants, internships and other programs.
Web: www.webster.edu/cie

As a leader in study abroad education, Webster understands the varying regulations governing travel and study within our network of international campuses. The friendly staff members in **International Recruitment and International Services** assist Webster students from all over the world with these issues, providing help with visas, work, health services, lodging and much more.
Web: www.webster.edu/iris

The **Multicultural Center and the International Student Affairs Department** provides programs and services to students and faculty members to help foster a community environment that recognizes social differences, respects cultural uniqueness, and facilitates cross-cultural interaction, learning and appreciation.
Web: blogs.webster.edu/mcisa

Walker Global Hybrid Courses are 3-credit-hour courses that consist of a blend of online and immersive travel learning offered by the Walker School of Business & Technology. They are composed of 8 weeks of online work with a 1-week travel component. These courses offer students the opportunity to explore a global business, technology or management issue with online coursework plus an in-country week of company visits, guest lectures and cultural activities.
Web:

www.webster.edu/walkeraward

International Study Opportunities for Webster Students

The Office of Study Abroad in St. Louis is the place to start for U.S.-based students looking to study at any of Webster's international campuses and beyond. The office prepares students for their travel and connects them with the campus directors and

enrollment verifications, degree verifications, transfer credit evaluations, processes transcript requests, works with GoArmyEd,

Key Dates from the 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.

For programs in:

College of Arts & Sciences MA, MS
School of Communications MA, MS
Walker School of Business & Technology DMgt, MA, MBA, MHA,
MPA, MS

Summer 2016

- May 30-July 29
- **August 1:** Graduation date

Fall 2016

- **August 15:** First day of Fall 1 classes
- **October 14:** Last day of Fall 1 classes
- **October 15:** Fall 1 graduation date
- **October 17:** First day of Fall 2 classes
- **December 16:** Last day of Fall 2 classes
- **December 17:** Fall 2 graduation date

Spring 2017

- **January 9:** First day of Spring 1 classes
- **March 10:** Last day of Spring 1 classes
- **March 11:** Spring 1 graduation date
- **March 20:** First day of Spring 2 classes
- **May 13:** Commencement
- **May 19:** Last day of Spring 2 classes
- **May 20:** Spring 2 graduation date

Mission and Values

Mission

Webster University, a worldwide institution, ensures high quality

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

The University community is by nature pluralistic and diverse. Those who elect to participate in the Webster University community--students, faculty, staff, administrators, alumni, and directors--accept the responsibility of sharing in the effort to achieve the University's mission as an institution of higher learning. Each member is expected to respect the objectives of the University and the views of its members.

Participants in this shared enterprise strive to be governed by what ought to be rather than by what is. To accomplish its goals, members of the University community aspire to a higher standard than mere compliance with formalized University requirements and local, state, and federal laws.

Webster University endeavors to fulfill the following expectations:

- Preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty
- Treat others with respect and dignity
- Respect the rights and property of others
- Act with concern for the safety and well-being of its associates

Inquiry, discourse, and dissent, within the framework of an ordered academic environment, are seminal elements of a university community and of a free democratic society. Members of the Webster University community recognize this and are consequently supportive of democratic and lawful procedure and dedicated to rational approaches to solving problems. This assumes openness to change as well as commitment to historical values.

Accreditation and Memberships

Webster University is accredited by **The Higher Learning Commission**, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, hlcommission.org • 800.621.7440.

The accreditation, which was awarded in 1925, includes undergraduate and graduate levels at all locations where the University offers programs.

The Missouri Department of Higher Education serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy contains information about the complaint process and includes instructions for how to file a formal complaint. Note that the policy provides that a student who wishes to file a complaint with the department must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

Licensure/Approvals and Specialized Accreditation

State Licensures

Arizona

Master's degree programs at Luke AFB are licensed by the Arizona State Board for Private Postsecondary Education. If a complaint or grievance cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board of Private Postsecondary Education. The student must contact the State Board for further details.

Arizona State Board for Private Postsecondary Education
1400 West Washington, Room 260
Phoenix, AZ 85007
Telephone: 602-542-5709
www.azppse.gov

Arkansas

Accreditation and Memberships

license to offer graduate degree programs at Fort Bragg in Fayetteville, NC and at Camp Lejeune in Jacksonville, NC. Webster will be required to complete an annual report and is subject to annual reviews.

University of North Carolina General Administration
910 Raleigh Road
P.O. Box 2688
Chapel Hill, NC 27515
Telephone: 919-962-1000
www.northcarolina.edu

South Carolina

The metropolitan campuses in Charleston, Columbia, Greenville, and Myrtle Beach are licensed by the:

SC Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
Telephone: 803-737-2260

Licensure is not an endorsement or guarantee of quality. If students at the Charleston, Columbia, Greenville, and Myrtle Beach Metropolitan Campuses have complaints about a classroom situation, they should first attempt to resolve the situation with the instructor. If resolution cannot be made with the instructor, or if the complaint is about a general school policy over which the instructor has no jurisdiction, then they may contact the school director for mediation. If the complaint cannot be resolved at the school level through its complaint procedure, students may file a complaint with the South Carolina Commission on Higher Education. The complaint form is available at http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf.

Tennessee

Webster University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Virginia

Webster University is certified to operate by the State Council of Higher Education for Virginia (SCHEV). If a student has any complaints, questions or problems which were not resolved by the school to your satisfaction, you may contact State Council of Higher Education for Virginia (SCHEV)
101 N. 14
th

Street
Richmond, VA. 23219
(804) 225-2600

Specialized Accreditations

- Business and Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP)
- Music programs and degrees are fully accredited and approved by the National Association of Schools of Music (NASM).
- Nursing programs and degrees are accredited by the Accreditation Commission for Education in Nursing.
- Webster University is registered for state teachers' certificates by the Department of Education. Webster University is also accredited by the

- Missouri Music Educators Association
- National Education Association
- Society for Human Resource Management

Webster University has been designated as an institutional member of Servicemembers Opportunity Colleges, a group of more than 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a member of SOC, Webster University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of 13 leading national higher education associations; it is sponsored by the American Association of State Colleges and Universities, and the American Association of Community and Junior Colleges.

Graduates of Webster University are eligible for membership in the American Association of University Women and the American College of Healthcare Executives (HCHE).

The University also holds appropriate licensure, accreditations, or approvals within the recognized state approval agencies for all locations where Webster University offers programs.

University reserves the right to refuse deferred payment privileges for any student whose account is overdue or has been overdue in the past.

Students are encouraged to make electronic check payments online, but personal checks made payable to Webster University are also accepted. A \$30 returned payment fee is charged if payment is returned. Webster also accepts MasterCard, Discover, VISA, and American Express payments online with a 2.75% convenience fee.

Students are financially responsible for all courses not officially dropped by the deadline. Webster University reserves the right to withhold transcripts or diplomas, and refuse or cancel enrollment for future terms, if any tuition or other fees or charges owed to the University are not paid when due. In the event an account is referred to an agency or attorney for collection, the student promises to pay, in addition to all amounts otherwise due to Webster University, the costs and expenses of such collection and/or representation not to exceed 33-1/3% of the amount owed, including, without limitation, reasonable attorneys' fees and expenses (whether or not litigation is commenced), to the extent permitted by applicable law.

Refunds

Graduate tuition refunds depend on the drop or withdrawal date. It is the graduate student's responsibility to file the drop or withdrawal form(s) with his/her advisor by the deadline. Refunds are for tuition only; course and laboratory fees are non-refundable. Tuition refunds for dropped courses are automatic and charges are expunged from the student's account.

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.

Tuition refunds for withdrawals are made automatically, based on the date of withdrawal, as authorized by the University official who signs the withdrawal form. Refunds shall be made within 30 days of the date that the institution has determined that a refund is due to a student.

Students attending on-campus classes in California will receive a pro rata refund of tuition if the withdrawal is within 60 percent of the beginning of the enrollment period. Students attending on-campus classes in Georgia are eligible for a 50% refund from Week 3 through Week 5. All other student refunds/tuition waivers, including those for online courses, are made according to the following schedule:

	Date	16-Week Class	8- or 9-Week Class
Drop:	Week 1	100%	100%
	Week 2	100%	100%
Withdrawal:	Week 3	50%	50%
	Week 4	50%	25%
	Week 5	25%	0%
	Week 6	25%	0%
	Week 7	25%	N/A
	Week 8	25%	N/A
	Week 9	0%	N/A

The deposit and refund policies at our European and Asian campuses may differ from the above. Please refer to the catalog of the international campus you are attending for details.

Late Refund Request

In cases where the student does not qualify for a refund of tuition per the established refund schedule, she/he may petition for an exception due to special circumstances. The student must file a tuition adjustment form with the Academic Advising Office (www.webster.edu/advising) and attach a letter of explanation of special circumstances and appropriate supporting documentation. A student may file a tuition refund appeal for one of the following conditions: medical, immediate family emergency (e.g. death, severe illness), or other extenuating personal/professional circumstance (e.g. job loss, separation/divorce). The documentation could include a dated doctor's verification letter of medical treatment and diagnosis, military orders, death certificate or obituary notice, legal documents, or dated supervisor's letter on company letterhead stating withdrawal from course(s) is work related.

Tuition refunds, limited to one per student per degree barring no extraordinary circumstance, must be submitted within one term following the end of the course of a tuition refund appeal due to a withdrawal from a course. Once received, the appeal will be reviewed by the Graduate Tuition Refund Appeal Committee. The committee reserves the right to request additional information from the student, the instructor, the academic advisor, or the college or school of record. The committee will also obtain course activity for all online students. The process usually takes 4-6 weeks, assuming no additional information is required to hear the request. Students will be notified via email regarding the decision of the Graduate Tuition Refund Committee. The decision of the committee will be final.

Financial Aid

Webster University's Financial Aid Office offers a comprehensive program of financial aid resources for students needing supplemental financial support for their educational expenses. To apply for federal, state, and institutional aid, a student must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA can be accessed on-line at www.fafsa.gov. Webster University's award year begins in the summer semester and ends in the following year spring semester (Summer, Fall, Spring). To be considered for priority financial aid awarding, the FAFSA should be submitted by March 1. Students may complete the FAFSA through June 30 of the award year; however, this may result in limited aid eligibility. In addition to the annual FAFSA, a student needs to complete and submit the Webster University Financial Aid Application available on-line at www.webster.edu/financialaid/forms.

Cost of Attendance

An important part of determining a student's eligibility for financial aid is calculating a Cost of Attendance. In accordance with federal regulations, Webster University has developed a Cost of Attendance (i.e., budget) for anticipated expenses a student may incur during the current school year. These expenses include tuition, room, board, books and supplies, travel and personal. Room and board can refer to either on campus or off-campus living expenses, depending upon a student's response on the FAFSA. Expenses are also considered for students who live at home with parents or relatives. Travel expenses include items such as gasoline, vehicle maintenance, Spolhe Gr7ghen aW personsms

Tuition, Fees and Refunds

- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau)
-

Campus Locations and Offerings

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 18 states and in the District of Columbia. Internationally, the University has campuses in Africa, China, Austria, The Netherlands, Switzerland, and Thailand. Webster also offers many of its programs online.

Not all degrees and majors are offered at every Webster University location. Campus offerings listed below are accurate as of June 1, 2016. Please see individual campus websites or Webster's Program Finder for current offerings. A schedule of courses for the academic year is available online and 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 Application for International Students section of this catalog.*

^These are campuses on military bases. Students may be required to produce U.S. government issued pictured ID to enter the base. It is recommended that new international students coming from abroad who do not have U.S. government issued pictured ID not be admitted to these campuses. Only current international students who have U.S. government issued pictured IDs should be admitted to these campuses.

United States Campuses

Arizona

Luke Air Force Base

P.O. Box 726
Litchfield Park, AZ 85340
Ph: (623) 536-6880
Fax: (623) 536-6882
luke@webster.edu

Programs offered:

- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Public Administration (MPA)

Arkansas

Fayetteville Metro*

Millsap Plaza
688 Millsap Rd., Suite 200
Fayetteville, AR 72703
Ph: (479) 571-1511
Fax: (479) 571-3511
fayetteville@webster.edu

Programs Offered:

- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)

Fort Smith Metro*^

801 Carnall Avenue, Suite 200
Fort Smith, AR 72901
Ph: (479) 484-7747
Fax: (479) 484-9330
fortsmith@webster.edu

Programs Offered:

- Human Resources Management (MA)
- Master of Business Administration (MBA)

Little Rock Air Force Base

1490 Vanderberg Blvd., Room 109
Jacksonville, AR 72099
Ph: (501) 988-5331
Fax: (501) 988-1571
littlerockafb@webster.edu

Programs Offered:

- Human Resources Development (MA)
- Information Technology Management (MA)
- Master of Business Administration (MBA)
- Master of Public Administration (MPA)

Little Rock Metro*

200 W. Capitol Ave. Suite 1500
Little Rock, AR 72201
Ph: (501) 375-1511
Fax: (501) 375-1623
littlerock@webster.edu

Programs Offered:

- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

California

Irvine Metro*

32 Discovery, Suite 250
Irvine, CA 92618
Ph: (949) 450-9066
Fax: (949) 450-9004
irvine@webster.edu

Programs offered:

- Human Resources Management (MA)
- Latino Communication Leadership (Certificate)
- Latino Media (Certificate)
- Management and Leadership (MA)
- Master of Business Administration (MBA)

Los Angeles Air Force Base

61 FSS/FSDE
483 N. Aviation Blvd.

Webster University 2016-2017 Graduate Studies Catalog

Fax: (719) 590-7343
coloradosprings@webster.edu

Programs offered:

- Cybersecurity (MS)
- Cybersecurity Threat Detection (Certificate)
- Finance (MS)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Procurement and Acquisitions Management (MA)
- Space Systems Operations Management (MS)

Webster University
1717 E. 11th St. #310
Colorado Springs, CO 80902
Tel: (719) 590-7343
Fax: (719) 590-7343
coloradosprings@webster.edu

Programs offered:

- Human Resources Management (MA)
- Information Technology Management (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Procurement and Acquisitions Management (MA)
- Space Systems Operations Management (MS)

Peterson Air Force Base
201 W. Stewart Ave.
Suite 400
Peterson AFB, CO 80914
Tel: (719) 590-7343
Fax: (719) 590-7343
coloradosprings@webster.edu

Programs offered:

- Change Management (MA)
- Government Contracting (Certificate)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Procurement and Acquisitions Management (MA)
- Space Systems Operations Management (MS)

District of Columbia

Joint Base Anacostias-Camp Detrick
1717 E. 11th St. #310
Colorado Springs, CO 80902
Tel: (719) 590-7343
Fax: (719) 590-7343
coloradosprings@webster.edu

Campus Locations And Offerings

Campus Locations and Offerings

Fax: (321) 956-6525
spacecoast@webster.edu

Programs offered:

- Counseling (MA)
- Cybersecurity (MS)
- Cybersecurity- Threat Detection (Certificate)
- Global Business (Certificate)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)

Merritt Island *

150 N. Sykes Creek Parkway, Suite 200
Merritt Island, FL 32953
Ph: (321) 449-4500
Fax: (321) 454-7799
spacecoast@webster.edu

Programs offered:

- Business and Organizational Security Management (MA)
- Counseling (MA)
- Cybersecurity (MS)
- Cybersecurity- Threat Detection (Certificate)
- Global Business (Certificate)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Master of Public Administration (MPA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)

Ocala Metro*

4414 SW College Rd, Suite 942
Ocala, FL 34474
Ph: (352) 861-9330
Fax: (352) 861-9333
ocala@webster.edu

Programs offered:

- Counseling (MA)
- Human Resources Management (MA)
- Human Services (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)

Orlando Metro*

501 W. Church Street
Orlando, FL 32805-2247
Ph: (407) 869-8111
Fax: (407) 869-8623
orlando@webster.edu

Programs offered:

- 1-Year MBA: Master of Business Administration (MBA)
- Counseling (MA)
- Cybersecurity (MS)
- Cybersecurity- Threat Detection (Certificate)
- Finance (MS)
- Global Business (Certificate)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Human Services (MA)

- Information Technology Management (MA)
- Latino Communication Leadership (Certificate)
- Latino Media (Certificate)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Project Management (Certificate)

Patrick Air Force Base

Building 998 1020 Central Ave., Suite C-15
Patrick AFB, FL 32925-2901
Ph: (321) 868-5194
Fax: (321) 868-5174
spacecoast@webster.edu

Programs offered:

- Business and Organizational Security Management (MA)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Public Administration (MPA)

Tampa Bay/St. Petersburg*

11201 Corporate Circle North, Suite 140
St. Petersburg, FL 33716
Ph: (727) 570-9300
Fax: (727) 570-9303
tampabay@webster.edu

Programs offered:

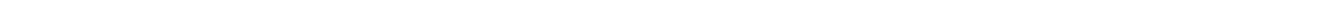
- Counseling (MA)
- Human Resources Management (MA)
- Human Services (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Project Management (Certificate)

Georgia

Fort Gordon

Education Division
741 Barnes Ave., Building 21606
Fort Gordon, GA 30905
Ph: (706) 79800026 324.64401245 Tm [(•)] TJ 1 0 0 -1 17.00600052 3 TJ 1 0 0 -13

Human Service66(MA)•



Campus Locations and Offerings

Fax: (901) 873-1534
memphis@webster.edu

Programs offered:

- 1-Year MBA: Master of Business Administration (MBA)
 - Human Resources Management (MA)
 - Information Technology Management (MA)
 - Management and Leadership (MA)
 - Master of Business Administration (MBA)
-

Texas

Fort Bliss**

Building 632, Taylor St.
Ft. Bliss, TX 79906-0077
Ph: (915) 562-4400
Fax: (915) 562-8635
bliss@webster.edu

Programs offered:

- Business and Organizational Security Management (MA)
 - Counseling (MA)
 - Educational Technology (MET)
 - Government Contracting (Certificate)
 - Human Resources Development (MA)
 - Information Technology Management (MA)
 - Management and Leadership (MA)
 - Master of Business Administration (MBA)
 - Master of Health Administration (MHA)
-

Joint Base San Antonio/Fort Sam Houston

2408 N. New Braunfels Ave. Suite 30
Building 2248
Ft. Sam Houston, TX 78234-5030
Ph: (210) 226-3373
Fax: (210) 224-1797
samhouston@webster.edu

Programs offered:

- Human Resources Development (MA)
 - Management and Leadership (MA)
 - Master of Business Administration (MBA)
 - Master of Health Administration (MHA)
-

Joint Base San Antonio/Lackland Air Force Base

1550 Wurtsmith St.
Bldg. 5725, Room 156
Lackland AFB, TX 78236-5251
Ph: (210) 674-0014
Fax: (210) 670-9035
lackland@webster.edu

Programs offered:

- Human Resources Development (MA)
 - Information Technology Management (MA)
 - Management and Leadership (MA)
 - Master of Health Administration (MHA)
 - Procurement and Acquisitions Management (MA)
-

Joint Base San Antonio/Randolph Air Force Base

Education Services Center
Building 208, 301 B Street West
Randolph AFB, TX 78150-4521
Ph: (210) 658-0707
Fax: (210) 658-6405
randolph@webster.edu

Programs offered:

- Human Resources Management (MA)
-

- Management and Leadership (MA)
-

San Antonio Metro*

11 NW Loop 410, Suite 600
San Antonio, TX 78213
Ph: (210) 348-8816
Fax: (210) 341-0110
sanantoniometro@webster.edu
Programs Offered:

- Counseling (MA) (Clinical Mental Health emphasis)
 - Cybersecurity-Threat Detection (beginning Fall 1 2016)
 - Government Contracting (Certificate)
 - Human Resources Management (MA)
 - Latino Communication Leadership (Certificate)
 - Latino Media (Certificate)
 - Master of Business Administration (MBA)
 - Procurement and Acquisitions Management (MA)
 - Project Management (Certificate) (beginning Fall 1 2016)
-

Utah

Hill Air Force Base

7285 4th Street, Bldg. 180
Hill AFB, UT 84056-5012180

- Master of Business Administration (MBA)
- Master of Business Administration with an Emphasis in Finance (MBA)
- Psychology with an emphasis in Counseling Psychology (MA)

China

Shanghai

369 North Zong Shan 1 Rd
Shanghai, China
Ph: (011) 86 (21) 65363559
Fax: (011) 86 (21) 65363559

Programs offered:

- Master of Business Administration (MBA)

Chengdu

University of Electronic Science & Technology of China
Cengdu, Sichuan, 610054, China
Ph: (011) 86 (28) 83200870

Programs offered:

- Master of Business Administration (MBA)

Shenzhen

Shenzhen Campus of Shanghai University
SUFU Shenzhen
3F Sichuan Building, Hongli Road,
Futian District, Shenzhen. 518028
Tel: (011) 86 (755)8367 3553,
(011) 86 (755)8367 3280,
(011) 86 13723721172

Programs offered:

- Master of Business Administration (MBA)

Ghana

Accra

4th Circular Road
Cantonments
Ph: +233-30-277-4250
ghana@webster.edu

Programs offered:

- International Relations (MA)
- Master of Business Administration (MBA)

The Netherlands

Leiden

Boommakkt 1-2311 EA
Leiden, Netherlands
Ph: (011) 31 (0)71 516 8000
Fax: (011) 31 (0)71 516 8001

Programs offered:

- 1-Year MBA: Master of Business Administration (MBA)
 - Cybersecurity (MS)
 - International Relations (MA)
 - Management and Leadership (MA)
 - Master of Business Administration (MBA)
 - New Media Production (MA)
 - Psychology with an emphasis in Counseling Psychology (MA)
-

Switzerland

Geneva

15, Route deermM(((MA))) TJ ET54052 644.14398193 Tm (((MA))) TJ ET q 1 0 0 1

Campus Locations and Offerings

- Teaching English as a Second Language (MA)

Graduate Certificates

- Applied Gerontology Enhancement & Specialization
- Environmental Sustainability
- Gerontology
- Science Management & Leadership
- Teaching English as a Foreign Language
- Teaching Globalization and History

George Herbert Walker School of Business & Technology

Graduate Degrees

- Business and Organizational Security Management (MA)
- Cybersecurity (MS)
- Finance (MS)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)
- Space System Operations Management (MS)

Graduate Certificates

- Cybersecurity-Threat Detection
- Digital Marketing Management
- Global Business
- Government Contracting
- Project Management

School of Communications

Graduate Degrees

- Advertising and Marketing Communications (MA)
- Communications Management (MA)
- Media Communications (MA)
- Public Relations (MA)

School of Education

Graduate Degrees

- Communication Arts Education (MA)
- Education and Innovation (MA)
- Education for Global Sustainability (MA)
- Educational Leadership (EdS)
- Educational Technology (MET)
- School Systems, Superintendency and Leadership (EdS)
- Special Education (MA)

Graduate Certificate

- Applied Behavior Analysis (AGC)
- Educational Technology Leadership
- Leadership in Tiered Systems of Support (AGC)
- Mobile Technology in Education
- Online Teaching and Learning
- Pedagogical Coordination in the Reggio Emilia Approach
- Psychoeducational needs of Immigrant and Refugee Youth

programs have other admission requirements determined by individual Schools and Colleges of Webster University.

Application by U.S. Citizens and Permanent Residents (Resident Alien Card Holders)

Students should apply online at www.webster.edu/apply. A non-refundable application fee of \$50 is required. Students who are Permanent Residents of the United States and hold a Resident Alien Card must submit a copy of both sides of the card with their completed application.

Military Applicants

Members of the U.S. Army may apply for admission using the GOARMY.ED portal. Your application will then be directed to the Office of Admission for entry. Applicants interested in pursuing a sequential degree may not use the portal but may apply directly to Webster University using the following link: www.webster.edu/apply. All documents required for admission to the degree program will apply.

Application for International Students

Webster University welcomes applications for admission from students from all countries.

Application Requirements

- An International Application. Non-U.S. citizens, U.S. citizens applying from outside the U.S. and any student applying to a campus outside the United States should apply online at www.webster.edu/apply. A non-refundable application fee of \$50 is required. Application fees vary based upon the campus location, please contact the campus you wish to attend.
- Official transcripts from the educational institution from which the student earned their first bachelors-level degree. For U.S. institutions, this means accreditation from a regional accrediting body. Non-U.S. institutions must be recognized by the Ministry of Education as a university-level provider of higher education and accredited by any appropriate agencies within the home country and any countries in which it operates and/or issues degrees. This transcript and/or diploma must show the degree received and the date conferred. Applicants previously enrolled in graduate-level coursework must submit official transcripts of that work.

Note: Graduate applicants who apply and are provisionally accepted either by submitting unofficial transcripts or before completing their undergraduate degree must submit a final transcript indicating the degree received and the date conferred. If transcripts do not indicate degree or conferral date a copy of diploma is required. This official transcript must be on file within eight weeks from the beginning of the student's starting term for full acceptance to the University.

To be considered official, transcripts must be received by Webster University directly from the issuing institution. If the student is to deliver transcripts, they must be in sealed, unopened envelopes and certified with the official seal of the issuing institution. All official transcripts and documents in a language other than English must be accompanied by a certified English translation.

- Documentation of English Language Proficiency: All applicants, regardless of program or enrollment location, whose primary language is not English must document their English language proficiency at the time of application. Applicants normally satisfy this requirement by submitting official Test of English as a Foreign Language (TOEFL), Academic IELTS, or Pearson scores.
- A 300 to 400 word essay on a topic of your choice. You may describe a special interest, experience, or achievement or a

curriculum vitae (résumé) that documents prior employment and experience.

- One letter of recommendation from a professor and/or an employer.
- Additional official documentation may be required depending upon an applicant's program of interest or previous educational background. See program page for details.
- **Applying for a visa:** Students requiring a visa to study in the country in which their campus is located will be required to provide additional documentation for the visa process. Visa documentation requirements can vary at international campus locations depending upon the applicant's citizenship status and/or country of origin at the time of acceptance to the University. Applicants should check with the campus they plan to attend for specifics. The University will notify applicants if additional documentation is required to complete the application file. For current information, please contact the campus at which you plan to enroll.

English Language Proficiency

Applicants whose primary language is not English must document their English language proficiency at the time of application.

Applicants normally satisfy this requirement by submitting official scores within the past two years of the Test of English as a Foreign Language (TOEFL) or Academic IELTS scores. The scores required for admission are as follows:

- TOEFL: iBT- 89
- IELTS: Academic: 6.5
- Pearson: 61

Equivalent Cambridge, Oxford, NEAB, TEEP, Academic IELTS, and London Certificate test results that are current can be considered in lieu of the TOEFL. Students who cannot document current evidence of English proficiency should contact the campus to which they are applying for possible on-site testing. In such cases, testing must be completed before the admission decision will be made. Webster University will refer for testing any applicant for admission about whose English language proficiency an admissions officer has concerns. All English as a Second Language (ESL) recommendations and requirements are a condition of the applicant's admission, enrollment, and/or continued enrollment at the University.

Use these institutional codes for Webster University when requesting an official TOEFL score report:

- St. Louis campus: 6933
- Ghana campus: 6933
- Geneva campus: 0546
- Hua Hin/Cha-am campus: 7954
- Leiden campus: 0548
- Vienna campus: 0547

In lieu of submitting one of the English proficiency examinations above, students can demonstrate English proficiency (and be exempt from the test requirement) in any of the following ways:

- Documentation of successful completion of the ELS Language Center's English for Academic Purposes - or ELS Language Center Level 112
- Documentation of successful completion of the University of Central Florida's Center for Multilingual Multicultural Studies (CMMS) Intensive English Program

Conditional Admission— Some students are academically acceptable to the University but have additional English language proficiency needs that the University believes can be met by taking English as a Second Language (ESL) courses through Webster University or another educational institution with whom the University has an articulation agreement. These students will be accepted on a conditional basis that acknowledges their

need to document further work in English. Students admitted on a conditional basis must meet the University's English language proficiency requirements listed above before they can be advanced to candidacy in the graduate program.

On-Campus Testing for English— Students admitted on conditional admission must sit for the University's on-campus English language testing prior to registration. The results of this evaluation will enable the academic advisor to place the student in appropriate coursework. Options include intermediate and/or advanced English as a Second Language (ESL) courses only; ESL courses in combination with academic courses; or academic courses only. Webster University will refer for testing any student about whose English language proficiency an academic department, an individual faculty member, or an academic adviser has concerns.

Application by Non-Degree Seeking Students

Students who do not plan to complete a degree or program from Webster University may request approval to take graduate courses at the University as a non-degree student. Non-degree candidates seeking access to graduate-level coursework must satisfy the minimum criteria for graduate study (a completed baccalaureate degree) as well as satisfy all course or program prerequisites.

A student who wants to register for a course as a non-degree student must complete a non-degree application. A non-refundable, graduate application fee of \$50 is required. Not all programs offer non-degree status. Non-degree seeking students are prohibited by federal regulations from receiving federal financial aid. Tuition for non-degree courses must be paid at the time of registration. Approved non-degree seeking applicants can register for classes 30 days before the start of the requested term. International students who want to apply as non-degree will also need the appropriate English proficiency criteria listed above. A student may enroll as a non-degree student for up to 6 credit hours. To continue as a non-degree student after the initial 6 credit hours, the student must submit an official undergraduate transcript showing baccalaureate degree conferral to the Office of Admission. Non-degree students should meet with an academic advisor before registering for courses since they are subject to the same prerequisite course requirements that apply to degree-seeking students. Non-degree students interested in pursuing MA in Counseling coursework should consult with the individual department admission requirements that can be found in this catalog under the Counseling program.

Admission Appeal Process

Students who have been denied admission to the University may appeal their decision through the Webster University Admissions Appeal Committee, which is comprised of University staff and faculty. Students seeking a successful appeal must submit the following information to be considered:

- A statement (no longer than 2 pages, double-spaced) detailing the reasons why the Appeal Committee should consider altering the initial admission decision. Students should discuss why they believe they will succeed at Webster and should convey any important information related to academic potential not indicated on the transcript(s) submitted for admission.
- Updated transcript(s) detailing any college-level coursework completed since the initial admission decision was rendered, if available. Students likely to be granted an appeal will be able to document a measurable change in academic preparedness since the original denial.
- Other documentation may be required upon request.

Admissions appeals should be sent electronically to the Office of Admission at admit@webster.edu and addressed to the attention of the chair of the Admissions Appeal Committee.

Enrollment

Connections/Email Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to:

- Activate their Connections account after receiving their username and password. Students receive a link to set up their Connections account after registering for classes. If you have applied but not enrolled in a course and never set up your Connections account you will need to contact the Office of Admission at 800-753-6765 or admissioninfo@webster.edu. If you have enrolled but never set up the account, you will need to contact the Webster University Help Desk 48 hours after the time of enrollment. You can reach them at 1-866-435-7270 or support@webster.edu. Students should be at a computer at the time of their call.
- Regularly check incoming University email. Your Webster email account is where all official communication from Webster will be sent.
- Regularly check their Connections Personal and Campus Announcements.
- Maintain their University email account in working order (including compliance with the University's Acceptable Use Policy and appropriately managing disk space usage).
- Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology web site at www.webster.edu/helpdesk. Individual account holders are solely responsible for ensuring that all University correspondence continues to be received and read.

Connections also provides access to grades and registration. Students must access their final class grades through the Connections "Student Academic Services" channel. Faculty must input their final class grades through the Connections "Faculty/Staff Academic Services" channel. Those students eligible to register online may do so through the Connections "Student Academic Services" channel.

Registration

- Students are required to meet with an academic advisor and complete a degree plan prior to entering a program at Webster. After this initial advising appointment, students may continue to register for subsequent terms with their advisor or through their online Connections account. Failure to meet with an advisor and prepare a degree plan may result in a student taking inappropriate courses.
- The student must complete and submit a registration form prior to attending a graduate class. All first-time students must register with an advisor.
- Students registering for graduate courses should register concurrently for Fall 1 and Fall 2 or Spring 1 and Spring 2. It is important that the student complete only one registration each term. A course may be added by contacting your local campus. Registration periods are established for each program location.
- Students should register at the earliest opportunity because class sizes are limited.
- Certain degree programs may have restricted registration periods. Students should consult their advisor or local registration staff.
- Registrations will not be accepted after the first scheduled meeting of the course and section of campus courses. If a

student gains the permission of the instructor and submits a signed add slip the course may be added.

- Registrations for online courses should be completed prior to the first day of login. Late registrations are allowed during the first week of the term for some courses. Students should contact the Online Learning Center with questions.
 - Registrations will not be accepted in class.
 - Published course schedules are subject to change without prior notice.
 - International students who have been conditionally accepted will need to contact the ESL coordinator to arrange for testing before registration.
-

Course Load Guidelines

MA, MBA, MFA, MHA, MM, MPA, MS, MSN (excluding School of Education)

The maximum course load in the graduate degree program for a fully admitted student is 6 credit hours per term or 9 credit hours in a 16 week course. A student must receive written authorization to enroll in more than 6 credit hours per term or more than 12 credit hours per semester. Authorization is waived if the following courses are taken with two 3-credit-hour courses in one term:

- WSBT 5000, Career Success for the 21st Century (1 hours)
- COUN 6100/6200 Counseling Learning Practicum (1.5 hours)
- Any 5500 course offered as a 1-credit course

Students may request permission to overload by submitting a Program Option Request to their local campus. Students may request approval if they meet the following criteria:

- Demonstrated academic success at full time enrollment in graduate coursework. Success is defined by the student earning grades of B or better in both courses in the full term.
- Good academic standing
- Under the Americans with Disabilities Act (ADA), students with disabilities may warrant an adjustment in full-time student load.

Requests for a reduced load are made to the director of the Academic Resource Center at the time of registration, according to their guidelines.

Course Load Guidelines

School of Education (EdD, EdS, MAT, MA, and MET)

A graduate student who is enrolled in at least 9 credit hours in semester-long courses or at least 5 credit hours in eight-week courses is considered a full-time student.

A graduate student who is enrolled in at least 5 credit hours but less than 9 credit hours in a semester or at least 3 credit hours but less than 5 credit hours in an eight-week term is considered a half-time student.

A graduate student who is enrolled in less than 5 credit hours in a semester or less than 3 credit hours in an eight-week term is considered less than half time.

Students requesting permission to take more than 7 credit hours in one fall semester, spring semester or summer term must complete an overload petition with their advisor.

Requisite Course

MA, MHA, MPA, MS

Most programs have a requisite (5000) course that is mandatory if the student has no academic experience in the area. The requisite course must be completed prior to registration for a core course in the declared major. The student who selects an elective course in another major should enroll in the requisite course if he or she does not have an academic background in that area. A maximum of three 5000 courses outside the student's declared major(s) may be applied as elective credit toward the graduate degree program.

NOTE: The one-credit WSBT 5000 course, if taken as an elective, does not count toward the three requisite 5000 course limit.

If the student can demonstrate academic proficiency in a major, a request for a waiver of the requisite course may be made by submitting a Program Option Request form and documentation to the local director. A student who is granted a waiver of the requisite course in the declared major may not enroll in that course for elective credit after the initial term. A waiver does not change the credit hours required for completion of the MA, MS, MHA and MPA degree.

Professional Seminars

Professional seminars are 1-credit-hour courses denoted as 5500 courses that examine contemporary issues. Courses may be repeated for credit if content differs. Students are limited to a total of three credit hours of professional seminars.

Integrated Studies Course

MA, MBA, MHA, MPA, MS

Each major has a required culminating 6000 or 6200 capstone course. A thesis or project, where allowed, may meet requirements for the 6000 integrated studies course. This substitution is requested on the Program Option Request form. Core courses in the declared major must be completed prior to the student's enrollment in one of these program options. Under the thesis or project option, 3 credit hours will meet requirements for the integrated studies course and 3 credit hours will be considered elective credit.

Integrated studies courses (capstone courses) may not be taken as electives. A student may not count more than one integrated studies course toward a single graduate degree.

Dissertation

EdD

Each doctoral candidate is required to complete and defend a dissertation. All core courses in the major must be completed, comprehensive exams must be passed, and a prospectus presented prior to the candidate's enrollment in the dissertation course. A candidate must take a minimum of 10 credit hours of dissertation toward the Doctor of Education degree.

Graduate/Undergraduate Registration

Courses numbered in the 5000 and 6000 series are graduate courses. An upper-division undergraduate student may enroll in graduate courses with written permission of his or her advisor.

Webster University 4000-series courses are undergraduate senior-level courses. With prior approval a graduate student may enroll in a 4000-series course. A maximum of 6 credit hours of 4000-series courses from Webster University can be applied to a graduate degree, except in the MBA. Prior approval requires the written permission of the appropriate school/college dean.. These

courses may be applied toward the student's graduate degree. 4000-series courses may only be transferred in with grades of B- or better.

Students who take 4000- or 5000-series courses to complete an undergraduate degree may not apply these courses to meet credit-hour requirements for a graduate degree, except in the combined degree programs.

Add/Drop/Withdraw Procedures

A student may add a campus course within six calendar days of the first officially scheduled class meeting of the course section, if they have the permission of the Instructor. To add the class students must submit a Add Slip signed by their instructor.

A student may drop a course within the first two weeks of the term. Students may drop online, or they may contact their local campus for assistance. Informing the course instructor is not sufficient notice for adding or dropping a course.

The drop or add procedures must be followed when a student changes from one section of a course to another section. A change from one section to another must occur during the drop/add period. Changing a section without following these procedures may result in no credit being awarded and potential probation or dismissal.

A student may withdraw from a course by filing a Withdrawal Petition or contacting their local campus location prior to the Friday of the sixth week of the term. Informing the course instructor is not sufficient notice for withdrawing from a course. A grade of W will be recorded on the transcript. Students should consult the Refunds section under Tuition, Fees, and Refunds for further information.

If veterans' educational benefits apply, the regional V.A. office will be notified of the date on which a student officially ceases attendance.

Term and Class Schedule

The graduate academic calendar consists of five eight-week or nine-week terms per year: Summer, Fall 1, Fall 2, Spring 1, and Spring 2, depending on program. Programs in the Walker School of Business & Technology, the School of Communications, and the College of Arts & Sciences (with the exception of the MSN), follow the nine-week per term calendar. Terms are eight weeks in duration for the School of Education, the Leigh Gerding College of Fine Arts, and the MSN. Terms at international campuses vary. Consult the online academic calendar for details.

Classes in the 8-week or 9-week format meet for p l2Nr0 -1 0 409.4440009 , and

Enrollment

academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. A student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advance permission from the instructor should withdraw from the class within the time period allowed for withdrawals.

Advancement to Candidacy

MA, MBA, MHA, MM, MPA, MS, MSN

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement. A student who receives one F or two C's before advancement is dismissed. Students admitted on a conditional basis into the School of Business and Technology, the College of Arts & Sciences, or the School of Communications are limited to taking one course per term. Such students who earn one grade of C or below before they are advanced to candidacy will be dismissed without further right to appeal for reinstatement but may apply for readmission after one calendar year from the date of dismissal. Exceptions for international students may apply.

Leigh Gerding College of Fine Arts

MFA, Arts Management and Leadership

- Admission to the program constitutes advancement to candidacy
- One grade of F, or two grades of C constitute dismissal from the program.

MA in Art

- Advancement to candidacy in the MA in Art Program is achieved by completion of a minimum of 12 credit hours with grades of B or above and a positive faculty evaluation in the Graduate Advancement to Candidacy Review.
- One grade of F, or two grades of C constitute dismissal from the program.

School of Education (MA, MAT, MET)

Students not advanced to candidacy are not eligible to continue in their programs. After completing 9-12 credit hours within an MAT, MA or MET major and before 21 credit hours, the student's performance and program are evaluated to determine whether the student should be advanced to candidacy. (Transfer hours from other colleges and universities do not count in the eligibility for candidacy hours.) Students who do not file their ATC paperwork on time will have a hold placed on their account and will not be allowed to register for subsequent terms until the paperwork has been filed and their ATC granted.

While advancement to candidacy indicates that a student shows the requisite ability and interest to complete the program successfully, the degree candidate continues to receive advising and is evaluated routinely until all other program requirements have been met.

It is the student's responsibility to pick up an Advancement to Candidacy form from his or her advisor during registration once he or she has completed 9 credit hours of coursework.

To be eligible for advancement, a student must meet the following criteria:

- The student must have successfully completed 9 credit hours within a major. Courses taken before entry to the

program and/or in-service courses cannot be counted toward advancement.

- The student must have a current grade point average of at least 3.0 (B).

School of Education (EdS)

Educational Leadership

After completing 1 block in the program, the student is advanced to candidacy when the portfolio or other approved documentation method is submitted by the student and approved by faculty.

Educational Technology Leadership

After completing 9 credit hours in the program, all degree-seeking students are required to be advanced to candidacy. For specific details please see your advisor.

School Systems, Superintendency and Leadership

After completing 6-12 hours in the program, the student is advanced to candidacy when the portfolio or other approved documentation method is submitted by the student and approved by faculty.

Academic Policies

Conduct

Students enrolling in a graduate program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an educational institution. Misconduct for which students are subject to discipline may be divided into the following categories:

- All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. (See Academic Honesty Policy in this catalog.)
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
- Classroom disruption. Behavior occurring within the

Academic Policies

A student may apply to the Dean, School of Education for a leave of absence for one year. If the absence is approved, the five-year program limit will be suspended for that year and will resume at the end of the leave of absence, whether or not the student enrolls in EdS courses.

ZF = 0 pts.

Students who have been absent from program for longer than one year, and who wish to sit for a licensure exam, are responsible for updating their knowledge before they take the test during the current exam year.

Grades

Grades reflect the following standards:

- **A/A-**: Superior graduate work *Instructors may choose not to use the pluses and minuses.*
- **B+/B/B-**: Satisfactory graduate work *Instructors may choose not to use the pluses and minuses.*
- **C**: Work that is barely adequate as graduate-level performance
- **CR**: Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
- **NC**: Unsatisfactory graduate work (used primarily by School of Education and for the WSBT 5000 course)
- **F***: Work that is unsatisfactory
- **I**: Incomplete work
- **ZF**: An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal.
- **W**: Withdrawn from the course
- **WF**: Unofficial Withdrawal: A student enrolled for the course, did not withdraw, and failed to complete course requirements. Used when, in the opinion of the instructor, there is insufficient completed work to evaluate academic performance. WF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal

NOTE: **IP** is **not** a letter grade assigned by an instructor, but it designates a course in progress for the current term.

**The School of Education (MAT, MA and EdS) does not utilize the "F" Grade.*

A student in the School of Education may choose to receive Credit/No Credit, rather than a letter grade, by completing a grade choice form by the second week of classes. Education students must complete 33 credit hours with a B average or the equivalent.

Grades are available on the Internet to all students at the end of each scheduled term. (A hard copy is available upon request and may be requested online via the Academic Services Channel within Connections.)

Grade Point Average

A grade point average (GPA) is calculated on all graded work, including transfer credit, applied toward all graduate degrees. Graduate students are expected to maintain a GPA of B or higher.

A 4-point system is used to calculate the GPA:

- A = 4.0 pts.
- A- = 3.67 pts
- B+ = 3.33 pts.
- B = 3.0 pts.
- B- = 2.67 pts.
- C = 2.0 pts.
- F* = 0 pts.

Graduate Academic Honors

(excluding doctoral programs)

A student who completes a graduate degree (including all required, elective, prerequisite, and transfer courses) while maintaining a minimum GPA of 3.950 receives Graduate Academic Honors. Accelerated sequential degrees are excluded from this designation.

Dual Degree Option: MBA/MS Science Management & Leadership (SCML)

The MBA/SCML dual degree option requires the completion of 45 credit hours consisting of 5 required core courses (15 credit hours) in the MS in Science Management and Leadership (SCML) and 7 required core courses (21 credit hours) in the Master of Business Administration (MBA), one course (3 credit hours) that is a requirement for both programs, and two courses (6 credit hours) that may be taken in either program.

Upon completion of the 45 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Sequential Master's Degree

A student who has earned an MA, MBA, MS, MHA, or MPA from Webster University or another regionally accredited college or university (or its international equivalent) may earn a sequential MA, MBA, MS, MHA, or MPA 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. Courses required as program pre-requisites, such as MBA pre-requisites, will not count toward the minimum number of hours required for the degree.

WSBT 5000 is a required course in all master's programs in the Walker School of Business & Technology. However, if WSBT 5000 was taken previously as a required course or an elective, it is not repeatable in the sequential degree and therefore does not need a course substitution. The minimum number of required hours, as listed, assumes the student will need to take the WSBT 5000 as a core course in the sequential degree.

Minimum 21 credit hours required for:

- MA in Media Communications

Minimum 22 credit hours required for:

-

secondary research that will add to the body of knowledge of their fields of study, or they will produce a project of significant original material. Due to the faculty supervision requirement online students may not pursue the thesis or project option.

Several levels of instructor and administrator approvals are necessary before a candidate can proceed with the 6250 option. Students should see their campus director or department chair (if studying at the St. Louis campus) for the copies of the thesis guidelines and the necessary forms for pursuing this course. Students are advised to apply for this option before completing 21 credit hours in order to complete the authorization process in a timely manner. The thesis option is not available in an online format.

Before taking the 6250 course the student will have completed all the required courses (except the 6000 integrated studies course) in the declared major/emphasis. A thesis may not be substituted for a core course with the exception of the 6000 integrated studies course. Students pursuing a dual major may substitute a thesis option for only one 6000 capstone course. Students who have received a grade of "C" in any core course(s), or who are on academic warning or probation, may not pursue the thesis option. The thesis option is not available in some degree programs and majors.

The 6250 student initially registers for a minimum of 3 credit hours and subsequently maintains a minimum enrollment of 2–3 credit hours until the thesis is completed. A maximum of 6 credit hours may be applied toward the graduate degree, with appropriate approvals. Credit for the thesis is awarded in non-letter grade format (Credit/No Credit.)

Credit by Examination/Experiential Learning

Credit by Examination and experiential learning programs are offered at the undergraduate degree level. Only the School of Education has limited credit by examination opportunities at the graduate level.

Transfer of Credit

All master's degree programs, except School of Education

Transfer credit may not be applied toward certificate programs.

Webster University allows limited transfer credit to apply toward graduate programs, when the transfer course is directly applicable (relevant) to the specific master's degree and the following factors are satisfied. The University's transfer policies are based, in part, on the Council for Higher Education Accreditation (CHEA) recommended guidelines and framework. While transfer decisions are not made solely on the source of the accreditation of the sending program or institution, Webster University generally expects transfer coursework to originate from a regionally accredited institution. Other essential academic factors involved in the transfer decision include: existing articulation agreements, comparability, course level, content, grades, course equivalency, course or program prerequisites, and applicability of the transfer request towards the specific degree and major (relevancy to the program).

A maximum of 12 credit hours of relevant graduate credit from other regionally accredited graduate institutions or professional military education depending on the requirements of the specific degree program may be transferred into a student's graduate degree program, subject to evaluation and approval. Only 9 credit hours of transfer credit are allowed for students in the MBA program. Transfer credit in which the student has earned a grade of B– or above, which is relevant to the student's degree

program and which has not been applied toward the completion of a degree, will be considered for review.

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. See <http://www.webster.edu/military/cooperative.shtml>. 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.

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 transcribed 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.

Transfer of Credit

School of Education

MA, MAT and MET

Students may transfer, with approval, either:

- 6 credit hours from another graduate institution and 3 credit hours of approved Graduate Education In-Service credit or
- 3 credit hours from another graduate institution and 6 credit hours of approved Graduate Education In-Service credit (MA/Reading students may not transfer in 6 hours of Graduate

it, along with an official transcript of the course(s) being requested, to the School of Education Office. When the transfer hours have been approved and processed, the student will be notified.

Students may request approval of the transfer courses at any time after admission to the program. Approved transfer hours are not used in evaluating advancement-to-candidacy or probation and dismissal actions.

EdS Transfer of Credit

A maximum of 6 credit hours of relevant post-graduate credit from other regionally accredited graduate institutions or professional military education may be transferred into the student's graduate degree program (EdS), subject to evaluation and approval. Transfer of credit in which the student has earned a grade of B– or above, which is relevant to the student's degree program and which has not been applied toward the completion of a degree, will be considered for review. Requests for transfer of credit must be submitted in writing by the student on the "Request for Transfer of Credit" form with an accompanying official transcript.

When the transfer hours have been approved and processed, the student will be notified. Students may request approval of the transfer of credit at any time after admission to the program.

Core Course Substitution

The student must submit a request for substitution of a course for a required core course to the local director/advisor on a Program Option Request form and must include documentation to support the substitution request. The decision to approve or deny a core course substitution request rests with the associate vice president for academic affairs or designee and is based on an evaluation of the student's exposure to equivalent subject matter.

Petition/Graduation Requirements

The student is responsible for completing degree requirements including, but not limited to, changes of grade, core course substitutions, program evaluation, and the petition to graduate, in accordance with the dates listed in the Academic Calendar. A student should complete a petition to graduate at the time of registration for his or her final term.

Prior to their degree completion, students are assigned a non-refundable graduation candidacy fee, which covers degree audit functions and diploma production.

Transcripts

A student may request an official transcript online or by mail. Full directions for requesting transcripts can be found on the Registrar's website (www.webster.edu/academics/transcripts.html). There is a \$10 fee. The University will issue the official transcript only if the student's account is paid in full.

Diploma

Diplomas are issued by the Office of the Registrar to students who have completed all degree requirements, provided that the student's account is paid in full. Diplomas and unofficial transcripts are sent approximately 10-12 weeks after the degree conferral appears on the student's record.

College of Arts & Sciences

Departments Offering Graduate Programs

- **Anthropology & Sociology**,
Remy Cross, chair
Department website
- **Biological Sciences**
, Stephanie Schroeder, chair
Department website
- **History, Politics, & International Relations**
, Warren Rosenblum, chair
Department website
- **Institute for Human Rights & Humanitarian Studies**,
Lindsey Kingston, director
Department website
- **Legal Studies**
, Robin Higgins, chair
Department website
- **Nurse Anesthesia**
, Jill Stulce, chair
Department website
- **Nursing**, Mary Ann Drake, chair (Summer); Janice Palmer,
chair (Fall, Spring)
Department website
- **Professional Counseling**
, Muthoni Musangali, chair
Department website
- **Psychology**, Heather Mitchell, chair
Department website

Jennifer Broeder, Interim Co-Dean, Division of Professional Programs

Joseph Stimpfl, Interim Co-Dean, Division of Liberal Arts & Sciences Programs

College of Arts & Sciences website(external to catalog)

Please refer to the Accreditations and Licensures section of this catalog for specialized accreditations that may apply to programs in the College of Arts & Sciences.

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.

Graduate Degrees

- Counseling (MA)

- Environmental Management (MS)
- Gerontology (MA)
- Global MA in International Relations (GMA)
- Human Services (MA)
- International Human Rights (MA)
- International Nongovernmental Organizations (MA)
- International Relations (MA)
- Legal Studies (MA)
- Nurse Anesthesia (MS)
- Nursing (MSN)
- Psychology with an Emphasis in Counseling Psychology (MA)
- Science Management and Leadership (MS)
- U.S. Patent Practice (MS)

Graduate Certificates

- Applied Gerontology Enhancement Specialization
- Comparative and Regional Governance
- Environmental Sustainability
- Gerontology
- Healthcare Leadership
- International Development
- International Non-governmental Organizations
- Nurse Educator
- Nurse Leader
- Paralegal Studies
- Science Management and Leadership
- Security Studies

George Herbert Walker School of Business & Technology

Departments Offering Graduate Programs

- **Business**, David Porras, chair
- **Management**, Joe Roberts, chair
- **Mathematics and Computer Science**, Martha Smith, chair

Thomas Johnson, interim dean

George Herbert Walker School of Business & Technology website (external to catalog)

Mission Statement

To develop skilled, innovative, and responsible leaders with a global perspective through a challenging, supportive, and dynamic academic environment.

Please refer to the Accreditations and Licensures section of this catalog for specialized accreditations that may apply to programs in the George Herbert Walker School of Business & Technology.

Graduate Degrees

- Business and Organizational Security Management (MA)
- Change Leadership (MA)
- Cybersecurity (MS)
- Doctor of Management (DMgt)
- Finance (MS)
- Forensic Accounting (MS)
- Health Care Management (MA)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- International Business (MA)
- Management and Leadership (MA)
- Marketing (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Master of Public Administration (MPA)
- Nonprofit Leadership (MA)
- Procurement and Acquisitions Management (MA)
- Space Systems Operations Management (MS)

Graduate Certificates

- Arts Entrepreneurship
- Business Analytics
- Change Leadership: Foundations
- Change Leadership: Managing Complexity for Total System Results
-

Leigh Gerdine College of Fine Arts

Programs

Arts Management and Leadership, Gene Dobbs Bradford,
director

Departments

- **Art, Design, and Art History**, Tom Lang, chair; Jeffrey Hughes, director of graduate studies
- **Conservatory of Theatre Arts**, Dorothy Marshall Englis, chair
- **Dance**, James Robey, chair
- **Music**, Jeffrey Carter, chair; Glen Bauer, associate chair and director of graduate studies

Peter E. Sargent, dean

Leigh Gerdine College of Fine Arts website
(external to catalog)

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. The faculty are dedicated to providing the best possible opportunities to develop individual talents within the resources available at the University. It is expected that students will strive to be the best and to set the standards for others to achieve.

In order to ensure that the best opportunities are available to the beOc2rain place with the50,beRxpre052 84400177 llaSt. Louifin place with the512fessionalbeShakespe1 fFln ivrtistic, academic, 53

School of Education

Departments

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

Brenda Fyfe, dean

School of Education website (external to catalog)

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

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

Mission Statement

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

Vision

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

Theme

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

Conceptual Framework

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

Goals

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

The knowledgeable learner:

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

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

The informed instructor:

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

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

The reflective collaborator:

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

School of Education

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

The responsive educator:

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

Dispositions and Professional Behaviors

Programs in the School of Education cultivate and assess

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

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

Doctor of Education (EdD)

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

- Doctor of Education in Transformative Learning in the Global Community

School of Education

A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, candidates must complete the formal application through TK20. Candidates must apply by September 15th for a spring placement and by February 15th for a fall placement.

Recipients will be at a professional conference or in-service presentation; a scholarly paper or research project that might be published or distributed within an appropriate school or community group or for a large audience; or an action project designed and implemented within the student's place of employment.

At the final presentation (or display/discussion/review) of the AGC, an ad hoc committee, project advisor, and the AGC coordinator review the project and recommend to the dean of education the awarding of the AGC. A copy of the AGC project will be forwarded to the student's school district if the student so requests.

Award of the Advanced Graduate Certificate

After the student has successfully completed 18 credit hours of work, including the AGC project, the AGC will be awarded on the recommendation of the dean of education.

In-Service Education

In-service education courses support the professional development of teachers, administrators, and educational professionals. These courses address contemporary topics and issues that are relevant to the educational community. Most instructors of in-service courses are successful educational professionals. Students who are currently pursuing a degree at Webster University may transfer a maximum of six (6) credit hours of 5410 courses toward their graduate degree (MA, MAT or MET) if they have also obtained the permission to do so, as granted by their academic advisor. In-service courses numbered 5210 are primarily for professional development purposes and are not considered part of degree-related curricula. For more information, please contact the In-service Education Office at 314-246-7058.

The Beatrice and David Kornblum Institute for Teaching Excellence

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

Kornblum Scholar Program

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

Faculty

Adjunct faculty are assigned the title of adjunct professor.

Adjunct faculty can be characterized as follows:

- They teach for Webster University on a continuing basis.
- They attend faculty meetings.
- They attend institutes and workshops for adjunct faculty.
- They are evaluated by students at the end of each course taught.
- They submit course syllabi prior to the beginning of classes.
- 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.

- **Jerald L. Garner**, BS, Park University, 1988; BS, Park University, 1988; MS, University of Arkansas, 1990
 - **Michael H. Gibbs**, BSB, Virginia Polytechnic Institute and State University, 1975; MBA, Regis University, 1996
 - **Ellna J. Givens**, BA, University of Arkansas at Little Rock, 1979; MA, University of Arkansas at Little Rock, 1982
 - **Kimberley Gordon**, BS, John Brown University, 1998; MS, John Brown University, 2006; EdD, University of Arkansas, 2012
 - **Dietrick L. Govan**, BBA, University of Central Arkansas, 2000; MBA, University of Phoenix, 2006; DBA, Walden University, 2012
 - **Paul H. Grau, Jr.**, BA, Colorado Christian University, 2006; MBA, Colorado Christian University, 2007
 - **Charles J. Hamilton**, BBA, University of Central Arkansas, 2006; MSM, Colorado Technical University, 2007
 - **Albert R. Hart**, BBA, Cleveland State University, 1965; AM, University of Northern Colorado, 1977
 - **Terry L. Held**, BS., Florida International University, 1989; MA, John Brown University, 2006; MBA, John Brown University, 2013
 - **Virginia R. Hillman**, BA, John Brown University, 1999; MA, Webster University, 2002
 - **Marina Hodges**, BBA, St. Mary's University, 1988; MBA, St. Mary's University, 1997
 - **R. Scott Howard**, BA, University of Arkansas, 1973; MBA, University of Puget Sound, 1984
 - **Tionna L. Jenkins**, BS, Philander Smith College, 2001; MPH, University of Arkansas for Medical Sciences, 2005
 - **Bruce E. Johanson**, BSBA, University of Arkansas, 1978; MBA, University of Arkansas, 1979
 - **Patricia J. Keegan**, BS, Park University, 1990; MS, Golden Gate University, 1992
 - **Kelly H. Lyon**, BA, Lyon College, 1990; MA, University of Arkansas at Little Rock, 2000; EdD, University of Arkansas at Little Rock, 2015
 - **Charles G. Martin**, BS, University of Arkansas, 1966; MBA, Tulane University, 1968; PhD, University of North Carolina at Chapel Hill, 1974
 - **Kathleen H. McComber**, BSE, University of Arkansas at Little Rock, 1977; MA, Webster University, 1996
 - **Joseph C. McCoy**, BS, University of Arkansas, 1995; MBA, University of Arkansas at Little Rock, 2001; MIS, University of Arkansas at Fort Smith, 2007; EdD, University of Arkansas at Fort Smith, 2011
 - **Johnny L. McKusker**, BS, Arkansas State University, 1994; MBA, Webster University, 1997; MA, Webster University, 2004
 - **Jack E. Meadows, Jr.**, BSIE, University of Arkansas, 1968; MSIE, University of Arkansas, 1971; MBA, Henderson State University, 1979
 - **James E. Metzger**, BA, University of Notre Dame, 1971; MA, University of Chicago, 1975
 - **Michael B. Miller**, BA, University of Arkansas, 1965; MBA, University of Arkansas, 1969
 - **William D. Moody**, BS, University of Central Arkansas, 1982; MA, University of Houston-Downtown, 1984
 - **Pat R. O'Brien**, BSB, Virginia Polytechnic Institute and State University, 1975; MBA, Webster University, 2000; PhD, University of Southern Mississippi, 2013
 - **Stephen M. Percival**, BSB, Wright State University, 1979; MBA, Wright State University, 1987
 - **Patricia L. Petty**, BS, Arkansas State University, 2000; MBA, Webster University, 2006
 - **Ron Riggs**, BS, Purdue University, 1984; MEd, Indiana University Bloomington, 1987
 - **R. Alice Riley**, BBA, University of Texas at Arlington, 1983; MBA, University of Texas at Arlington, 1989
 - **Rodney A. Riley**, BS, University of Wisconsin-Oshkosh, 1974; MEd, University of Arkansas, 2005; MBA, Webster University, 2012; EdD, University of Arkansas, 2009
 - **Gary L. Sample**, BS, University of Arkansas at Little Rock, 1995; MS, University of Arkansas, 1996
 - **John J. Scanlon**, MS, University of Arkansas, 1996
 - **Larry L. Seifert**, BA, Arkansas Tech University, 1973; MA, University of Arkansas, 1992; EdD, University of Arkansas, 1997
 - **L. Mark Shannon**, BS, Arkansas State University, 1985; MSM, Colorado Technical University, 2005
 - **April M. Shepard**, BS, University of Central Arkansas, 2002; MS, University of Arkansas, 2005
 - **Eddie H. Spaunhurst**, BS, College of the Ozarks, 1985; MIS, University of Arkansas, 2012
 - **Debra A. Steele**, BS, Northeastern State University, 1990; MA, Webster University, 1992; MBA, Webster University, 2000; PhD, Oklahoma State University, 2012
 - **Mark A. Stodola**, BA, University of Iowa, 1971; JD, University of Arkansas, 1974
 - **Robert H. Sutton**, BSPA, University of Arkansas, 1980; MBA, Oklahoma City University, 1989; DBA, Nova Southeastern University, 2004
 - **J. Patrick Sweeden**, BA, University of Arkansas at Little Rock, 1989; MA, University of Arkansas at Little Rock, 1993
 - **Barri L. Tulgetske**, BS, Missouri Southern State University, 2001; MBA, Webster University, 2008; JD, University of Arkansas, 2004
 - **Albert R. Turner, Jr.**, BA, University of Maryland, College Park, 1979; MS, University of Southern California, 1981
 - **Bruce L. Upton**, BS, Southern Illinois University Carbondale, 1989; MS, University of Arkansas, 1995
 - **Justin J. Villines**, BS, University of Phoenix, 2009; MBA, University of Phoenix, 2010
 - **Joseph J. Volpe**, BS, United States Military Academy, 1988; JD, University of Arkansas at Little Rock, 1996
 - **Michael A. Waters**, BA, Western Illinois University, 1971; MPA, University of Arkansas at Little Rock, 2008
 - **Alisa Williams**, BS, Southern Arkansas University, 1988; MBA, Grambling State University, 1994
 - **M. Cole Williamson**, BA, University of Arkansas at Little Rock, 1990; BA, University of Arkansas at Little Rock, 1990; MS, Texas A&M University, 1992; MA, Webster University, 1999
 - **Kyle R. Wilson**, BA, Ouachita Baptist University, 1986; JD, University of Arkansas at Little Rock, 1989
 - **Robert L. Wofford**, BS, University of the Ozarks, 1979; MBA, University of Central Arkansas, 1982
 - **L. Stephen Yarberry**, BS, University of Arkansas at Little Rock, 1982; MS, University of Arkansas at Little Rock, 1986; PhD, University of North Carolina at Chapel Hill, 1993
- California**
- - **Courtney B. Adolph**, BA, George Washington University, 2000; JD, Loyola Marymount University, 2003
 - **Ramona H. Agrela**, BA, California State University, Fullerton, 1989; MPA, California State University, Fullerton, 1993
 - **Willie C. Bell, Jr.**, BSEE, Newark State College, 1977; BS, West Coast University, 1986; MBA, West Coast University, 1990
 - **John A. Bonosoro**, BA, Pepperdine University, 1979; MBA, O554.04400635 Tm [(•)] TJ /lymple, MA, Univer of Phoenix, 2009; MBA,••

- **Robert E. Ryals**, BS, United States Air Force Academy, 1971; MA, U.S. Naval War College, 1993; JD, George Mason University, 1992
- **Stanley S. Scott**, BS, University of Maastricht, 2006; MS, University of Maastricht, 2007
- **Mary Ellen Siegrist**, BS, Regis University, 2003; MS, Regis University, 2005
- **Michael J. Smith**, BS, Rensselaer Polytechnic Institute, 1988; MS, Colorado Technical University, 1998
- **Ronald G. Snyder**, BSB, University of Colorado Boulder, 1976; MS, Troy University, 1985
- **Suzanne N. Snyder**, BS, Troy University, 1979; MS, Troy University, 1986; MA, Webster University, 1996
- **Mark J. Stevenson**, BS, Southern Illinois University Carbondale, 1989; MHA, Chapman University, 1995; MS, Naval Postgraduate School, 2001
- **Michael P. Strait**, BS, University of Denver, 1985; LLM, Boston University, 1996; JD, University of Denver, 1988
- **Valentin W. Tirman, Jr.**, BS, Arizona State University, 1963; MAOP, University of Southern California, 1969
- **Eleftherios L. Trovas**, BSBA, Drake University, 1957; MBA, University of Colorado Boulder, 1966
- **William J. Turnbough**, BS, Chapman University, 1993; MA, Webster University, 1995
- **Daniel M. Van Buren**, BSBA, Colorado State University-Pueblo, 1996; MBA, University of Colorado at Colorado Springs, 1999
- **Cesar A. Vasquez-Bazan**, BA, University of San Marcos, 1975; MA, University of Denver, 1993; PhD, University of Denver, 2003
- **Colleen M. Vetere**, BA, University of Texas at Austin, 1980; BSN, University of Texas at Austin, 1982; MPH, University of Texas Health Science Center, 1993
- **Vernon V. Vobejda**, BSB, University of Minnesota-Twin Cities, 1963; MPA, University of Colorado Boulder, 1976
- **Mark R. Wagner**, BBA, University of Oklahoma, 2004; MPA, University of Oklahoma, 2008
- **Michael W. Ward**, BS, Wayland Baptist University, 2005; MAEd, Trident University International, 2013
- **Jeffrey L. Weide**, BA, Regis University, 2009; MBA, Regis University, 2011
- **Malaika S. White**, BA, University of Northern Colorado, 2003; MBA, University of Phoenix, 2008
- **Samuel D. Young**, BSEd, Arkansas State University, 1980; MS, Arkansas State University, 1981; PhD, Saint Louis University, 2000
-

National Capital Region

- **Travis L. Adkins**, BA, Fisk University, 1999; MEd, Lehman College, 2002; MA, The New School, 2009
- **Teresita G. Albert**, BS, University of Maryland University College, 1993; MA, Notre Dame of Maryland University, 2004
- **Joel R. Alvarey**, BS, United States Military Academy, 1969; MS, National Defense University, 2004; JD, Fordham University, 1975
- **Parag N. Ambardekar**, MS, Johns Hopkins University, 1983; MBA, George Mason University, 1993
- **Steven J. Anderson**, BA, University of Missouri-Saint Louis, 1982; JD, Whittier College, 1986
- **Bradley G. Beil**, BS, United States Naval Academy, 1986; MS, George Mason University, 2002
- **Shelley Bennett**, BA, St. Olaf College, 1974; MBA, University of Oklahoma, 1981; MA, U.S. Naval War College, 1996
- **Michael G. Berens**, BS, Minnesota State University, 1985; MA, Webster University, 1993
- **Dale R. Berg**, BA, Washington Bible College, 1982; MSBA, Boston University, 1988; MA, Capital Bible Seminary, 2003
- **Patricia D. Bickel**, BA, University of Maryland, Baltimore, 1996; MS, Towson University, 2004
- **Gybrilla B. Blakes**, BA, University of the District of Columbia, 1984; MA, Webster University, 1994; PhD, Argosy University, 2010
- **Kenneth R. Bond II**, BS, The Richard Stockton College of New Jersey, 1978; MPA, American University, 2005
- **Diana G. Bonina**, BA, Sofia English Language College, 1969; MA, Moscow Institute of International Relations, 1974; PhD, Institute of Economics, Bulgarian Academy of Sciences, 1982
- **Robin M. Boutlier**, BS, Wiley College; MBA, LeTourneau University, 1996
- **Willie Dell C. Bowman**, BS, Drury University, 1981; MSA, Central Michigan University, 1992; MS, National Defense University, 2001
- **Joyce P. Brayboy**, BS, Austin Peay State University, 2000; MS, Syracuse University, 2011
- **Diane L. Bridge**, BA, Duquesne University, 1983; LLM, George Washington University, 1992; MPA, Harvard University, 1996; JD, Duquesne University, 1986; PhD, George Washington University, 2009
- **Leonard E. Brown, Jr.**, BA, Dickinson College, 1992; MS, Western Illinois University, 1994; MA, Saint Mary's Seminary and University, 2011
- **Bonnie J. Burns**, BS, Campbell University, 1990; MA, Webster University, 2004
- **Darrell N. Burrell**, BS, National-Louis University, 1997; MS, National-Louis University, 1999; MS, National-Louis University, 2006; MA, Prescott College, 2007; DHEd, Stillman College, 2010
- **Eva L. Carr-Hawkes**, BA, Virginia State University, 1982; MS, Florida Institute of Technology, 1989
- **Rodney C. Cartwright**, BGS, University of Maryland University College, 1985; MS, University of Maryland University College, 2001
- **Juanita D. Catchings**, BGS, Valdosta State University, 1996; MPA, Troy University, 1999
- **Scott A. Cerrone**, BA, Westfield State College, 1979; MA, Naval Postgraduate School, 1983
- **Liliana Chacon-Menay**, BA, University of West Florida, 1998; MPS, George Washington University, 2009
- **Carmelita S. Chadwick**, BBA, Baylor University, 1998; MA, Baylor University, 1999
- **Katherine L. Chalfant**, BA, Shippensburg University of Pennsylvania, 1983; MSA, Central Michigan University, 1997
- **Marcia L. Chase**, BS, Northwestern State University, 1997; MA, Webster University, 2000
- **Alton B. Clemmons III**, BS, Southern Illinois University Carbondale, 1998; BSOE, Wayland Baptist University, 1998; MS, University of La Verne, 2001; PhD, Regent University, 2008
- **Parnell Coleman**, BS, Excelsior College, 2001; MA, Webster University, 2007; MA, Webster University, 2011
- **Shaquana L. Cooper**, BA, SUNY at Binghamton, 2002; JD, West Virginia University, 2008
- **Frank P. Cyr, Jr.**, BA, Duquesne University, 1972; MA, Pepperdine University, 1976
- **Robert E. Daniels**, BS, University of Arkansas at Pine Bluff, 1982; MA, Webster University, 1990; MA, Webster University, 2010; MA, Webster University, 2013
- **Ali A. Dastmalchi**, BA, National University, 1971; MBA, University of Scranton, 1979; MA, West Virginia University, 1988; PhD, West Virginia University, 1989
- **Kyrone J. Davis**, BS, Strayer University, 2007; MHSA, Strayer University, 2009; EdD, George Washington University, 2014
- **Stacey L. Davis**, BS, Jackson State University, 1994; MS, Indiana State University, 1996; MA, Webster University, 1999
- **Tania B. Davis**, BS, North Carolina Central University, 1994; MBA, Johns Hopkins University, 2000
- **Thomas P. Davis**, BS, University of Maryland, College Park, 1985; MBA, Loyola University, 1990

- **Joseph P. DeJohn**, BS, University of Wisconsin-Superior, 1971; MS, University of Delaware, 1977; MEd, University of Delaware, 1984; MA, Webster University, 2010; MBA, Webster University, 2011; MA, Webster University, 2012; EdD, Temple University, 1986
- **Jack Delman**, BA, Queens College, 1973; JD, University of Pennsylvania, 1976
- **Jennifer M. Deloia**, BS, University of New Orleans, 2004; MA, City College, 2006
- **Michele T. DeMoss-Coward**, BS, Embry-Riddle Aeronautical University, 1990; MS, Florida Institute of Technology, 1993
- **Norline J. DePeiza**, BA, Christopher Newport University, 1979; MA, George Washington University, 1982; PhD, Walden University, 2001
- **Allison U. Dichoso**, BA, American University, 1988; JD, Howard University, 1992
- **Mark A. Dobson**, BS, Southern Illinois University Carbondale, 1998; MS, Embry-Riddle Aeronautical University, 2005
- **James K. Dunbar**, BA, University of New Mexico, 1993; MS, National Intelligence University, 2008; EdD, University of Pennsylvania, 2013
- **Artesa Y. Eady-Mays**, BS, Florida State University, 1999; MHR, University of Oklahoma, 2004
- **Ashley E. Eanes**, BS, Virginia Polytechnic Institute and State University, 1986; MS, George Mason University, 1993
- **Courtney J. Edmonds**, BBA, Averett College, 1994; MA, Webster University, 1994; MBA, Webster University, 1997; LLM, Georgetown University, 2015; JD, Georgetown University, 2002
- **Marmie T. Edwards**, AB, Indiana University Bloomington, 1972; MS, Virginia Commonwealth University, 2009
- **James M. Ensign**, BS, Mount Senario College, 2001; MBA, University of Illinois at Chicago, 2009
- **Aaron O. Estabrook**, BA, Indiana University Bloomington, 2008; MA, Ball State University, 2011
- **Sophia A. Evans**, BS, Washington Adventist University, 2005; MBA, Washington Adventist University, 2006
- **Robert J. Fagan**, BA, Southern Illinois University Carbondale, 1986; MA, Boston University, 1993; MBA, University of Phoenix, 2005; MSS, United States Army War College, 2011
- **Danielle E. Faison**,

Faculty

- **Kirsten N. Jabara**, BS, Rutgers, The State University of New Jersey, 1996; MS, Florida Institute of Technology, 1997; JD, University of Baltimore, 2000
- **Brigitte W. Johnson**, BS, Towson University, 1981; MS, University of Maryland University College, 1999
- **Paul S. Jonnakuty**, BBA, Spicer Memorial College, 1969; MCom, University of Poona, 1970; PhM, University of Poona, 1988
- **Lance E. Kelson**, BS, Arizona State University, 1984; MBA, University of Rochester, 1987
- **Fredric Kendrick**, BA, Troy University, 2001; MS, Troy University, 2004; PhD, Howard University, 2013
- **Thomas E. Kleiner**, BA, University of Arkansas at Little Rock, 1982; MPA, George Mason University, 1994
- **Justin Korber**, BS, Upper Iowa University, 2004; MA, Argosy University, 2011
- **Mary P. Kukla**, AB, University of Alabama, 1978; MA, Notre Dame University, 2012
- **Christopher S. Lauritzen**, BA, Utah State University, 1984; MHSM, University of Mary Hardin-Baylor, 1996; DDS, University of Nebraska-Lincoln, 1990
- **Nancy T. Lee**, BS, Bowie State University, 1988; MA, Marymount University, 1991; MA, Howard University, 1999; PhD, Howard University, 2007
- **Matthew G. Levendoski**, BS, Purdue University, 2009; MS, Purdue University, 2013
- **Pamela D. Lewis**, BSOE, Wayland Baptist University, 2000; MSA, Central Michigan University, 2001; PhD, Trident University International, 2007
- **James F. Lindner**, BA, Norwich University, 1972; MPS, Long Island University, 1981; MA, U.S. Naval War College, 1995
- **Kevin O. Logan**, BS, Bowie State University, 2004; MSA, Central Michigan University, 2005
- **Victoria F. Lohn**, BS, University of Maryland University College, 2007; MS, Stevenson University, 2009

- **Bobbie J. Ridley**, BA, University of North Florida, 2000; MS, Towson University, 2004
- **Michael A. Rodgers**, BA, Ohio State University, 1981; LLM, George Washington University, 1996; JD, University of Cincinnati, 1985
- **Robert W. Rogalski**, BA, Florida State University, 1969; MPA, University of Oklahoma, 1979
- **Everett F. Rollins III**, BS, United States Coast Guard Academy, 1979; MIR, Auburn University at Montgomery, 1999; MS, Air University, 2000; MA, Webster University, 2013; MA, Webster University, 2015
-

Faculty

- **Cheryl W. Wood**, BSBA, University of Redlands, 1987; MMHO, University of Phoenix, 1990; PhD, Union Institute & University, 1995
- **Bradley Q. Wootten**, BS, Coker College, 1975; MS, University of Southern California, 1980
- **Monica E. Woropaj**, MS, American University, 2003
- **Aleakhue A. Yekpabo**, BS, Cheyney University, 1985; MBA, Eastern University, 1999; EdD, Delaware State University, 2009
- **Ricky L. Yost**, BSBA, University of South Dakota, 1988; MBA, University of Florida, 1999; MA, Webster University, 2001; JD, American University, 2008
-

Florida

- **Frank B. Abbate**, BA, SUNY at Stony Brook, 1979; JD, Dickinson College, 1982
- **Mark A. Addington**, BA, University of South Florida, 2000; JD, University of Florida, 2003
- **Mohammed R. Ahmed**, BA, California State University, Los Angeles, 1980; MBA, California State University, Los Angeles, 1986; DBA, Nova Southeastern University, 1993
- **Richard N. Allen**, BS, Embry-Riddle Aeronautical University, 2005; MBA, Webster University, 2008; MA, Webster University, 2013
- **Ryan M. Allen**, BSBA, Southeast Missouri State University, 1994; MS, Southern Illinois University Edwardsville, 2002
- **Therron J. Allen**, BSBA, University of Richmond, 1980; EMBA, Jacksonville University, 1996
- **Rexford V. Alleyne**, BA, York University, 1973; BEd, University of Toronto, 1974; MS, American College, 2001
- **Richard K. Allison, Jr.**, BA, Ottawa University, 2006; MA, Midwestern University, 2010; PsyD, Midwestern University, 2012
- **Stephanie S. Anderson**, BS, University of Central Florida, 1996; MA, Webster University, 2002; PhD, Barry University, 2011
- **Jeffrey B. Atwood**, BS, University of Wisconsin-Parkside, 1973; MA, Webster University, 1977; EdS, University of Wisconsin-Stout, 1984; EdD, University of Central Florida, 1998
- **Michelle Y. Bailey**, BA, Saint Leo University, 1997; MA, Norfolk State University, 1998; EdD, Nova Southeastern University, 2006
- **Jeffrey M. Bates**, BA, Oglethorpe University, 1997; MEd, The University of Georgia, 1999; PhD, The University of Georgia, 2003
- **James L. Batie**, BA, Columbia College, 1999; MS, Troy University, 2001; EdD, Nova Southeastern University, 2009
- **John M. Bauernfeind**, BS, University of Maryland, College Park, 1994; MS, Webster University, 2003
- **Adam M. Bazini**, BA, University of Central Florida, 1997; MS, Troy University, 1998; PhD, Barry University, 2009
- **Margaret Z. Beck**, BA, Framingham State College, 1984; MBA, Nova Southeastern University, 1994
- **Linda K. Begley**, BA, Rollins College, 1991; MA, Webster University, 1992; PhD, Barry University, 2012
- **Henri Benlolo**, BA, University of Florida, 1970; MS, Rollins College, 1977
- **Sh'nai M. Bennett-Simmons**, BA, Canisius College, 1996; MA, Regent University, 2004; PhD, Regent University, 2011
- **Rebecca T. Biggin**, BSN, University of Florida, 1981; MSN, University of Texas at Austin, 1988
- **Jennifer K. Birmingham**, BS, Cedar Crest College, 1995; JD, Villanova University, 1999
- **Joseph D. Bono**, BA, Queens College of the City University of New York, 1976; MEd, Georgia State University, 1987; PhD, Georgia State University, 1995
- **James E. Boone, Jr.**, BSCE, North Carolina State University, 1973; MS, North Carolina State University, 1978; MS, Colorado State University, 1987
- **Marie T. Bracciale**, BS, University of Florida, 1980; MA, John F. Kennedy University, 1987; PhD, University of Florida, 2004
- **Rhett K. Brandt**, BA, University of Alabama, 1991; MA, University of Alabama, 1992; PhD, University of Alabama, 1997
- **Kelly A. Breedlove**, BSN, University of Florida, 1979; MA, Webster University, 2012
- **Glenn W. Briggs**, BA, University of the Philippines, 1976; MAEd, Northern Michigan University, 1980; MA, Fielding Graduate University, 1993; PhD, Fielding Graduate University, 1999
- **Richard K. Britton**, BA, East Carolina University, 1994; JD, Florida Coastal School of Law, 2000
- **Timothy R. Brock**, BA, University of Minnesota Duluth, 1979; MA, University of Central Missouri, 1987; PhD, Capella

- **Robert Christenson**, BS, United States Air Force Academy, 1971; MBA, Southern Illinois University Edwardsville, 1975
- **Vincent A. Ciarpella**, BS, University of Connecticut, 1965; MA, Trinity College, 1973; DMgt, Webster University, 2002
- **John M. Codd**, BBA, University of Texas at San Antonio, 1986; MBA, University of Texas at San Antonio, 1990
- **Harold D. Coleman**, BSOE, Wayland Baptist University, 1993; MBA, University of Phoenix, 1997; DMgt, University of Phoenix, 2004
- **Gary W. Collins**, BA, Pennsylvania State University, 1974; MBA, Pennsylvania State University, 1975; South Eastern, Pennsylvania State University, 1975; DBA, 1975
- **Marie Y. Conserve**, BA, City College, 1978; MA, City College, 1978; MBA, Long Island University, 1991
- **Barbara A. Cooler**, BS, Coastal Carolina University, 1985; MBA, Webster University, 2003; DBA, Argosy University, 2014
- **Rafael A. Cordero**, BS, Southern New Hampshire University, 1988; MS, University of Phoenix, 2003
- **John W. Cosat**, BS, Eastern Illinois University, 1979; MA, Webster University, 1991
- **Robert G. Cox**,

University, 2007; Din,t SanFranciscoTheoloicalSemlinrtyy

•

•BS,Florida State Universit3; MBA,Nova;

BA,Bowllig Grevna Stat,

•

- **Susan J. Gillespy**, BA, Jacksonville University, 1978; MA, University of North Florida, 1996
- **Ralph Gracia**, BA, Inter American University of Puerto Rico, 1982; MEd, Montana State University, 1987; EdD, Nova Southeastern University, 1994
- **Isabel K. Graf**, BS, University of Pennsylvania, 1981; MBA, University of Pittsburgh, 1982; PhD, University of Illinois at Chicago, 1999
- **April Graves**, BA, Rollins College, 2010; MS, Pennsylvania State University, 2014
- **Lu Ann Griz**, BLS, Barry University, 1994; MS, Carlos Albizu University, 1999; PsyD, Carlos Albizu University, 2005
- **Nancy T. Grzesik**, BS, Gwynedd-Mercy College, 1970; MEd, Suffolk University, 1975
- **Michelle W. Hacker**, BS, Everest University, 1994; MBA, Everest University, 1996; DBA, Argosy University, 2000
- **Mark C. Hamilton**, BA, Loma Linda University, 1982; MA, California State University, San Bernardino, 1992; EdS, La Sierra University, 1993
- **Ronald B. Hamilton**, BS, West Chester University of Pennsylvania, 1975; MS, University of Pennsylvania, 1989
- **Monte F. Hancock, Jr.**, BA, Rice University, 1976; MS, Syracuse University, 1977
- **Laura J. Hansen-Brown**, BA, Messiah College, 1988; MBA, St. Joseph's University, 2000; JD, Widener University, 1992
- **Connie S. Hardgrove**, BAEd, Miami University, 1976; MEd, The University of Georgia, 1982; MBA, Brenau University, 2004
- **Teresa A. Harris**, BS, University of Houston - Downtown, 1981; MEd, Winthrop University, 1995; MA, Argosy University, 2001; PsyD, Argosy University, 2006
- **William J. Harris**, BS, University of Southern Maine, 1996; MBA, University of Southern Maine, 1999
- **Emile H. Hawkins**, BPS, Barry University, 1992; MA, Oral Roberts University, 1995; DSL, Regent University, 2005
- **Stanley H. Helm**, BGS, University of Nebraska, 1974; JD, Creighton University, 1980
- **Karl B.B. Henry**, BS, University of the West Indies, 1971; MBA, Nova Southeastern University, 2007
- **Gregory D. Hoffmann**, BS, Purdue University-North Central, 1971; JD, Washington University, 1974
- **Alan R. Holbrook**, BS, University of Central Florida, 1984; MA, Webster University, 1997
- **Gregory P. Holder**, BS, United States Military Academy, 1975; MBA, University of West Florida, 1978; JD, Stetson University, 1981
- **Ami M. Hooper-Knox**, BA, Shippensburg University of Pennsylvania, 2000; MS, Shippensburg University of Pennsylvania, 2003; EdD, Argosy University, 2014
- **Richard D. Horner**, BA, Florida State University, 1978; MS, Florida Institute of Technology, 1990; MBA, Florida Institute of Technology, 1993
- **Gregory R. Howes**, BPS, Barry University, 1990; MBA, Florida Technical University, 1993; DMgt, University of Phoenix, 2003
- **Paulette M. Howlett**, BABL, University of Nottingham, 1998; BA, Southampton Solent University, 1998; MBA, Webster University, 2002; PhD, Northcentral University, 2012
- **Janet Hurley**, BBA, Kent State University, 1982; PhD, Kent State University, 1995
- **William R. Huseman**, BS, SUNY at Albany, 1997; JD, Florida Coastal School of Law, 2000
- **Phyllis G. Ingram**, BS, Florida State University, 1974; MS, University of North Florida, 1986; EdD, Nova Southeastern University, 1999
- **Thomas A. Jakubowski**, BS, University of Wisconsin-Madison, 1987; MS, Ohio State University, 1989
- **John D. Jinkner**, BBA, University of North Florida, 2000; MBA, University of North Florida, 2002
- **Stefan E. Joe-Yen**, BA, Johns Hopkins University, 1994; MS, SUNY College of Environmental Science and Forestry, 2001
- **Michael H. Johns**, BSB, University of Central Florida, 1978; MBA, University of Central Florida, 1980
- **David S. Johnson**, BFA, Florida Atlantic University, 1976; MA, Webster University, 2000; PsyD, California Southern University, 2003
- **Michele E. Johnson**, BS, Florida State University, 1979; MA, Liberty University, 1997
- **Vera S. Johnson**, BA, Alabama A&M University, 1976; MBA, Nova Southeastern University, 1997
- **Thomas P. Jones**, BS, Lehigh University, 1984; JD, George Washington University, 1989
- **David J. Kallus, Jr.**, BS, Wilburforce University, 2001; MS, Webster University, 2003; MA, Webster University, 2009
- **Raymond R. Kauffman**, BSBA, Widener University, 1976; MBA, Widener University, 1979
- **Michaela M. Kelly**, BS, University of Baltimore, 1988; MS, Palm Beach Atlantic University, 2007
- **Michele E. Kerlin**, MS, University of Maryland University College, 2004
- **Susan N. Kiley**, BS, Southern Connecticut State University, 1982; MS, Nova Southeastern University, 1988
- **Amy La Bosco**, BA, Stetson University, 1996; MS, Florida State University, 1998; PhD, Capella University, 2007
- **Donald E. Larsson**, BA, University of Florida, 1963; MBA, Nova Southeastern University, 1984
- **Danialle K. Leach-Riggins**, BS, University of Florida, 1995; JD, Florida A&M University, 2005
- **Mark W. Lee**, BS, Defiance College, 1992; MEd, University of South Carolina, 1998; MBA, Strayer University, 2010; PhD, Capella University, 2003; JD, Abraham Lincoln University, 2008
- **Toccara J. Lee**, BS, Florida Agricultural and Mechanical University, 2005; MBA, University of Phoenix, 2008
- **Danny Lenhof**, BBA, Fort Lauderdale College, 1979; MBA, Nova Southeastern University, 1997
- **Leo A. Lennon**, BS, Providence College, 1966; MA, Pepperdine University, 1977
- **Aaron Liberman**, BA, Baylor University, 1965; MS, Indiana University Bloomington, 1966; MA, University of Iowa, 1968; PhD, University of Iowa, 1974
- **Karl A. Lieb**, BA, Ohio State University, 1979; MA, Webster University, 2003; PhD, Barry University, 2014
- **Norma K. Little**, BS, College of St. Francis, 1976; MS, College of St. Francis, 1994
- **Daniel A. LoPresto**, BS, University of South Florida, 1997; MA, Webster University, 2003
- **Linda S. Lucas**, BS, University of Florida, 1992; MS, Nova Southeastern University, 1996; PhD, Walden University, 2006
- **Robert J. Ludwiczak**, BSB, Emporia State University, 1966; MSA, Central Michigan University, 1992
- **Marilyn L. Lutz**, BSBA, Lindenwood University, 1986; MBA, Lindenwood University, 1988; EdD, Nova Southeastern University, 1996
- **Edward H. Lyle**, BS, University of Maryland, College Park, 1980; MA, Antioch University, 1983; EdD, Nova Southeastern University, 1996
- **Sandra Lynch-Bass**, BA, University of Central Florida, 1995; MS, Stetson University, 1997
- **Melissa L. Maldonado**, BA, Marymount Manhattan College, 2003; MA, Liberty University, 2008; DBC, Andersonville Theological Seminary, 2012
- **Bobbie J. Mann**, BS, University of Southern Mississippi, 1989; MEd, Mississippi State University, 1993; PhD, Mississippi State University, 2007
- **Kevin W. Marrone**, BA, University of South Florida, 1997; MS, Nova Southeastern University, 2000

- **Richard M. Marshall**, BA, Gannon University, 1968; MA, Gannon University, 1972; EdD, West Virginia University, 1982; PhD, The University of Georgia, 1993
- **Kimberly A. Martin-Donald**, BS, University of Florida, 2000; MEd, University of Florida, 2005; EdS, University of Florida, 2005; PhD, University of Florida, 2010
- **William R. Mayher**, BBA, The University of Georgia, 1989;

Faculty

- **Michael R. Plummer**, BS, Tennessee Technical University, 1967; MS, New York University, 1969; MS, New York University, 1971; MS, Pepperdine University, 1996
- **Margaret M. Powell**, BA, Benedictine University, 1978; MBA, University of Chicago, 1980
- **Christopher C. Pratt**, BS, Miami University, 1993; MHA, University of Phoenix, 2005; DHA, University of Phoenix, 2010
- **Keith Prewitt**, BBA, Texas A&M University, 1974; MPA, Troy University, 1990
- **Eric L. Provost**, BS, Eastern Kentucky University, 1980;

- **Dewey T. Huckabee**, BS, Limestone College, 2006; MS, Nova Southeastern University, 2009
- **Gregory R. Jacobs**, BA, Duke University, 1974; JD, Emory University, 1979
- **Sandra J. Jenkins**, BS, Georgia Southern University, 1996; MEd, Georgia Southern University, 1998; EdS, Georgia Southern University, 2003; EdD, Georgia Southern University, 2006
- **Kimberly J. Johns**, BBA, American InterContinental University, 2008; MBA, American InterContinental University, 2009
- **Keenan Johnson**, BBA, Augusta State University, 2004; MBA, Troy University, 2006
- **Jeremy B. Karr**, BS, Grantham University, 2010; MS, Grantham University, 2013
- **Leat A. Kodua**, BS, University of Maryland College Park, 1985; MBA, City University of Seattle, 2002; DBA, Argosy University, 2013
- **LeVette Lanier**, BA, Saint Leo University, 1996; MSA, Central Michigan University, 2000
- **Shine M. Lin**, BS, National Taiwan University, 1973; MS, Pittsburg State University, 1982; PhD, University of Kansas, 1991
- **Pamela J. Majette**, BS, Greensboro College, 1981; MPA, North Carolina State University, 1986
- **Rynele M. Mardis**, BS, University of Alabama, 2000; MA, Webster University, 2005; MS, National Intelligence University, 2011
- **Eric B. McBeth**, BS, Savannah State University, 2006; MBA, Savannah State University, 2008
- **Maurice McBride-Owens**, BSBA, DeVry University, 2005; MBA, American InterContinental University, 2008; PhD, Capella University, 2013
- **Justin V. McCartney**, BBA, Georgia Southern University, 2004; MAcct, Georgia Southern University, 2013
- **Anne L. McDaniel**, BS, Claflin University, 1989; MA, Argosy University, 2002; EdD, Argosy University, 2008
- **Mary-Ellen Noone**, BAac, George Washington University, 1991; JD, University of Baltimore, 1998
- **Victor A. Oladapo**, BBA, Clayton State University, 1996; MPA, Troy University, 1999; DBA, Argosy University, 2011
- **Norma J. Osnoe**, BS, Husson University, 1990; MA, Webster University, 2013
- **Susan J. Pinkston**, BA, University of California, Santa Barbara, 1984; MS, Golden Gate University, 1988
- **Chandra L. Porter**, BBA, Savannah State University, 1993; BBA, Georgia State University, 1997; MA, Webster University, 2003; MS, Walden University, 2012
- **Michael G. Powell**, BS, Kean University, 1996; MSA, Central Michigan University, 1997; DSc, Robert Morris University, 2009
- **Anthony G. Rizi**, BS, Excelsior College, 2005; MS, University of Maryland, Baltimore, 2013
- **Fredrick A. Santiago**, BBA, Tarleton State University, 2002; MBA, University of Phoenix, 2011
- **Timothy T. Saulnier**, BS, University of Maryland, College Park, 1990; MBA, Webster University, 2004
- **Olivia Scott**, BA, Paine College, 1997; MS, Central Michigan University, 2001; PhD, Walden University, 2012
- **Kristie L. Searcy**, BS, Medical University of South Carolina, 2002; MA, Webster University, 2005; EdD, Argosy University, 2012
- **Bryan T. Shaw**, BS, Upper Iowa University, 2003; MBA, University of Phoenix, 2007; DBA, Walden University, 2012
- **Doretha L. Smith**, BA, Saint Martin's College, 1996; MHRL, University of Oklahoma, 1999; MBA, Strayer University, 2010
- **Yvette R. Stewart**, BS, Brewton-Parker College, 2001; MBA, Georgia Southern University, 2003
- **Laverne E. Streeter**, AB, Washington University, 1977; MS, University of Massachusetts, 1991; MS, Troy University, 2011

- **Hawthorne E. Welcher, Jr.**, BA, Morehouse College, 1998; MS, Southern Wesleyan University, 2007
- **Harlen G. Williams, Jr.**, BBA, Augusta State University, 2003; MS, Southern Wesleyan University, 2007; DBA, Argosy University, 2014
- **Sonja B. Wilson**, BSEd, University of South Carolina, 1990; BSBA, University of South Carolina, 2005; MEd, University of South Carolina, 1992; MTX, Georgia State University, 1999; MS, Johns Hopkins University, 2014; JD, University of South Carolina, 1998;
- **Tyron A. Woodard**, BS, Georgia Southern University, 1990; MSA, Central Michigan University, 2003; PhD, Walden University, 2010
-

Illinois

-
- **Michael E. Anson**, BSBA, University of Arizona, 1990; MA, Webster University, 2010
- **Neil R. Bercovitz**, BS, Northern Illinois University, 1974; MBA, DePaul University, 1978
- **Delbert C. Brashares**, BS, Bowling Green State University, 1979; MS, Troy University, 1981; MS, University of Southern Mississippi, 1987
- **Benjamin M. Brink**, BS, Stanford University, 1980; MS, Stanford University, 1980; MBA, Harvard University, 1982; MSS, United States Army War College, 2006
- **Timothy M. Carlson**, BSB, Eastern Illinois University, 1986; MBA, Rockford College, 1995
- **Andrew A. Clones**, BSBA, University of Missouri-Saint Louis, 1989; MBA, Saint Louis University, 2003
- **Rickey E. Cox**, BS, University of Idaho, 1981; BA, University of Saint Mary, 1997; MBA, University of Colorado Colorado Springs, 1988; MA, Northeastern Illinois University, 2000; PhD, Walden University, 2011
- **James M. Curtis**, BSOE, Southwest Texas State University, 1981; MPA, University of Oklahoma, 1985; MA, Webster University, 1998; PhD, Saint Louis University, 2008
- **Mark A. Dalle**, BSOE, Wayland Baptist University, 1992; MA, Webster University, 1999
- **Francis R. Delatorre**, BS, Park University, 2003; MA, Webster University, 2005
- **John J. Dylak**, BS, Illinois Institute of Technology, 1979; MBA, DePaul University, 1984
- **Lenore O. Erickson**, BA, Saint Xavier University, 1981; MS Loyola University of Chicago, 1985
- **Thomas J. Fitzpatrick**, BA, DePaul University, 1976; MBA, Dominican University, 1987
- **Stephen K. Forsha**, BS, Northern Michigan University, 1997; MBA, William Woods University, 2002; DMgt, Webster University, 2013
- **Paul S. Frazier**, BSEE, Texas Tech University, 1983; MS, University of Southern California, 1991
- **Brian K. Frederking**, BA, McKendree University, 1990; MA, Syracuse University, 1994; PhD, Syracuse University, 1998
- **Larry V. Friederich**, BS, Southern Illinois University Edwardsville, 1971; MA, Southern Illinois University Edwardsville, 1975; MBA, Southern Illinois University Edwardsville, 1990
- **Lee E. Goldberg**, BA, Loyola University of Chicago, 1985; MS, National-Louis University, 1993
- **Vernon J. Grubisich**, BA, Southern Illinois University Carbondale, 1970; MA, Northwestern University, 1973; MBA, DePaul University, 1980
- **Richard L. Gusewelle**, BS, Southern Illinois University Carbondale, 1972; MA, University of Illinois at Springfield, 1974
- **R. Sven Hauri**, BA, National-Louis University, 1981; MA, Webster University, 1991
- **Patrick D. Jimerson**, BS, Purdue University, 1966; MS, Purdue University, 1969; PhD, Purdue University, 1971

- **Sasha M. Jones**, BA, Alleghany College, 2000; JD, Whittier College, 2005
- **John H. Kennedy**, BS, Illinois State University, 1980; MBA, Jacksonville University, 1991
- **Michelle L. Luraschi**, BA, Truman State University, 1994; MEd, University of Missouri-Saint Louis, 1996
- **Maria K. Malayter**, BS, Ball State University, 1989; MA, Ball State University, 1991; PhD, Walden University, 2004
- **Edward B. McCabe, Jr.**, AB, Saint Louis University, 1967; MBA, Saint Louis University, 1978
- **George R. McClintick**, BS, University of Rhode Island, 1964; MS, University of Chicago, 1980
- **Jennifer L. Merritt**, BSB, University of Phoenix, 2000; MS, University of Phoenix, 2002; EdS, Nova Southeastern University, 2007
- **Thomas K. Mirabile**, BA, Northern Illinois University, 1972; MA, Northeastern Illinois University, 1974; LLM, DePaul

- **John N. Kravic**, BA, Youngstown State University, 1973; MS, Eastern Kentucky University, 1980; PhD, University of Kentucky, 1989
- **William C. Kuchenbrod**, BBA, McKendree University, 1987; MS, Eastern Kentucky University, 1990
- **James G. Mahanes**, BS, University of Louisville, 1963; MSSW, University of Louisville, 1967
- **June A. McCann**, BA, University of Kentucky, 1991; MHA, University of Kentucky, 1993
- **Ivan W. Meaux**, BBA, McKendree University, 1981; MA, Webster University, 1983; MBA, Webster University, 1991; EdD, Spalding University, 1996
- **Robert L. Metcalf**, BSBA, University of Louisville, 1988; MBA, Webster University, 1994
- **Rocco A. Pigneri**, BS, Iowa State University, 1978; MBA, Harvard University, 1981
- **Marilyn R. Preston**, BSC, Bellarmine University, 1986; MA, Webster University, 1988; MBA, Bellarmine University, 1989
- **Jeffrey A. Romer**, BS, George Williams College, 1977; MDiv, Lutheran School of Theology at Chicago, 1983; DMin, Lutheran School of Theology at Chicago, 1990
- **William J. Ryan**, BS, SUNY at Brockport, 1979; MS, Ithaca College, 1987; PhD, Nova Southeastern University, 2001
- **Cynthia A. Shaw**, BS, University of Kentucky, 1969; MBA, University of Louisville, 1985
- **Amanda E. Sokan**, BS, University of Lagos, 1986; LLB, Buckingham University, 1989; MHA, University of Kentucky, 2006
- **Delbert G. Spear, Jr.**, BS, University of Louisville, 2007; MBA, University of Phoenix, 2009
- **Robert C. Staggs**, BSBA, Southern Illinois University Edwardsville, 1982; MBA, Maryville University of St. Louis, 1996
- **Gary F. Steedly**, BA, University of Louisville, 1965; MA, University of Louisville, 1968; EdD, Indiana University Bloomington, 1972
- **Pamela D. Stevenson**, BSB, Indiana University Bloomington, 1981; JD, Indiana University Bloomington, 1984
- **George A. Thompson**, BSC, University of Louisville, 1976; MBA, Bellarmine University, 1990
- **Matthew D. Watkins**, BA, University of Louisville, 1998; LLM, DePaul University, 2003; JD, University of Louisville, 2002
- **Michael B. Yarmouth**, BS, University of Louisville, 1964; MBA, Nova Southeastern University, 1985; MS, University of Memphis, 1990
- **K. Hope Zoeller**, BA, Bellarmine University, 1993; MEd, University of Louisville, 1998; EdD, Spalding University, 2005
-

Missouri

-
- **Michael A. Abeln**, BS, Park University, 1982; MA, Webster University, 1996; DMgt, Webster University, 2003
- **Kenneth G. Ackermann, Jr.**, BS, University of Maryland University College, 2007; MA, Webster University, 2013
- **Oladipupo A. Adefala**, BS, University of Ibadan, 1998; MBA, Washington University, 2004
- **Steven J. Adelman**, BA, Park University, 1980; MA, Webster University, 1982; PsyD, Forest Institute of Professional Psychology, 1997
- **Crystal M. Adkisson**,



- **Perry T. Citrowske**, BA, Saint Louis University, 1995; MA, Webster University, 2008
- **Anthony S. Clark**, BSBA, University of Missouri-Columbia, 1994; MA, University of Missouri-Columbia, 1996; PhD, University of Missouri-Columbia, 2007
- **Kenneth E. Clark**, BSBA, Southeast Missouri State University, 1972; BS, Southeast Missouri State University, 1972; MBA, Washington University, 1990; LLM, Washington University, 1999; JD, University of Missouri-Kansas City, 1975
- **John C. Clements**, BA, Saint Louis University, 1984; MA, Saint Louis University, 2005
- **David W. Clewell**, professor; BA, University of Wisconsin, 1977; MFA, Washington University, 1982
- **Morgan L. Clough**, BS, Barton College, 1991; MAT, Webster University, 2004; EdS, Webster University, 2006; EdD, Maryville University of St. Louis, 2015
- **Cynthia M. Cluff**, BA, Missouri State University, 1979; MA, University of Houston - Downtown, 1976
- **Suzanne G. Coffey**, BS, University of Missouri-Saint Louis, 1989; MA, Lindenwood University, 2006
- **Sonia S. Coleman**, BA, Culver-Stockton College, 1998; MFA, Lindenwood University, 2010
- **Carla R. Colletti**, associate professor; BM, Millikin University, 1999; MA, Western Illinois University, 2001; PhD, University of Iowa, 2008
- **Cassandra L. Collins**,
- **Karen S. Collins**, BA, St. Mary's Dominican College, 1976; MAEd, University of New Orleans, 1982; MAEd, University of New Orleans, 1988; EdD, University of Southern Mississippi, 2008
- **Thomas C. Collins, Jr.**, BS, Towson University, 1970; MBA, Morgan State University, 1972
- **Don Conway-Long**, professor; BA, University of Pennsylvania, 1974; AM, Washington University, 1976; MA, Southern Illinois University Edwardsville, 1989; AM, Washington University, 1991; PhD, Washington University, 2000;
- **David L. Cook**, AB, Wheaton College, 1976; MA, Wheaton College, 1978; EdD, Nova Southeastern University, 1993
- **Gary L. Cook**, BS, Missouri State University, 1980; MA, Webster University, 1992; PhD, Virginia Commonwealth University, 1999
- **Kimra L. Coons**, BS, Columbia College, 1982; MBA, Lincoln University, 1986
- **Samuel T. Cooper**, BSBA, University of South Carolina, 1985; MA, University of South Carolina, 1987; PhD, University of South Carolina, 1994
- **Vicki C. Coopmans, RN**, associate professor; PhD, Virginia Commonwealth University, 2005
- **Nancy W. Cope**, BFA, Stephens College, 1974; MA, Webster University, 2011
- **Kathy B. Corley**, professor; BA, Webster University, 1974; MA, Washington University, 1976
- **Rebecca W. Cornatzer**, BS, Southern Illinois University Edwardsville; MEd, University of Missouri-Saint Louis
- **Thomas G. Cornell**, associate professor, chairperson; BS, Northern Michigan University, 1976; MEd, Michigan State University, 1978
- **Thomas G. Cornwell**, BA, Saint Louis College of Pharmacy, 1978; MBA, Southern Illinois University Edwardsville, 1983
- **William G. Cornwell**, BSBA, Saint Louis University, 1982; MBA, Webster University, 1989
- **Don H. Corrigan**, professor; BA, Knox College, 1973; MA, University of Missouri-Columbia, 1975
- **Graciela Corvalán**, professor emeritus; Licentiate in Philosophy, National University of Cuyo, Argentina, 1966; MA, Washington University, 1971; PhD, Washington University, 1975
- **Michael E. Cottam**, BA, Arizona State University, 1996; MA, Arizona State University, 1999; PhD, Arizona State University, 2010
- **John S. Cournoyer**, BFA, California College of Arts and Crafts, 1979
- **John J. Cousins**, BA, Boston University, 1979; MBA, University of Pennsylvania, 1990
- **Adrian Cox**, BFA, University of Georgia, 2010; MFA, Washington University, 2012
- **Mary K. Cox**, associate professor; BA, Lindenwood University, 1975; MS, Iowa State University, 1983
- **Peter K. Cramer**, MA, Indiana University Bloomington, 1992;

- **Samantha L. Davis**, BS, Webster University, 2011; MBA, Webster University, 2015

- University of Minnesota-Twin Cities, 2005; PhD, The Pennsylvania State University, 2009
- **Jeffrey M. Ferezan**, BSBA, Youngstown State University, 1978; MBA, Franklin University, 1999; PhD, Union Institute & University, 2010
 - **Bruce C. Fernandez**, BS, Washington University, 1981; MBA, Washington University, 1982
 - **Jane F. Ferry**, BA, Fontbonne University, 1984; MA, Webster University, 1991; PhD, Saint Louis University, 2001
 - **Debra K. Finkel**, BJ, University of Missouri-Columbia, 1973; MA, Webster University, 2007
 - **Charles J. Fishman**, BS, Purdue University, 1974; MS, University of California, Berkeley, 1975; MBA, University of Chicago, 1982
 - **Julie A. Fix**, BA, Saint Louis University, 1981; JD, Saint Louis University, 1984
 - **Eric P. Flack**, BA, University of Kansas, 1995; BSEd, University of Kansas, 1995; MEd, University of Kansas, 1998; EdD, Saint Louis University, 2001
 - **Hillary Flanders**, BS, Millsaps College, 1970; MA, Adelphi University, 1972
 - **Steven J. Flier**, BS, University of Texas at Austin, 1988; MS, Air Force Institute of Technology, 1995
 - **Rebekah L. Flynn**, BSEd, Missouri Baptist University, 1994; BSN, Goldfarb School of Nursing at Barnes-Jewish College, 2009
 - **Tate Foley**, assistant professor; BA, Lycoming College, 2007; MFA, University of Georgia, 2010
 - **Mary C. Fontana**, BA, Saint Louis University, 1976; MBA, Saint Louis University, 1982; JD, Saint Louis University, 1988
 - **Gary E. Ford**, associate professor, chairperson; BJ, University of Missouri-Columbia, 1974; MA, Webster University, 1988
 - **Cynthia E. Forman**, BA, Clark University, 1962; MAEd, Clark University, 1965; MBA, University of Denver, 1980
 - **Regina D. Fowler**, BS, Washington University, 1984; MBA, University of Missouri-Saint Louis, 2008
 - **Timothy J. Fox**, BA, University of Missouri-Columbia, 1988; MA, University of Missouri-Columbia, 1991
 - **Joseph G. Frank**, BA, University of Missouri at Saint Louis, 2001; AM, Washington University, 2005; PhD, Washington University, 2009
 - **Rick A. Franklin**, BS, Missouri State University, 1989; MBA, Washington University, 1992
 - **Charles C. Franquet**, BBA, Campbell University, 1999; MBA, Webster University, 2001; PhD, Trident University International, 2008
 - **Jason R. Frantz**, BSN, University of Missouri-Saint Louis, 2002; MS, Webster University, 2006
 - **Allen W. Frazier**, BBA, Harding University, 1983; MBA, University of Wisconsin-Whitewater, 2000; PhD, Capella University, 2006
 - **Nicole A. Freber**, BM, University of Miami
 - **Phyllis M. Fredericksen**, BA, Mundelein College, 1968; MEd, University of Missouri-Saint Louis, 1983; MEd, University of Missouri-Saint Louis, 1992; EdS, Saint Louis University, 1994; EdD, Saint Louis University, 1996
 - **Alan O. Freeman**, BS, Missouri State University, 1982; MBA, Webster University, 1993
 - **Ronald R. Friguault**, BS, Michigan State University, 1976; MEd, University of Missouri-Columbia, 1977; PhD, University of Texas at Austin, 1989
 - **Cameron J. Fuller**, BA, San Francisco State University, 2005; MFA, Washington University, 2007
 - **Ellen E. Furnari**, BA, Bennington College, 1977; MSW, Adelphi University, 1983
 - **Brenda S. Fyfe**, dean; BS, Quincy University, 1971; MEd, University of Illinois at Urbana-Champaign, 1972; EdD, Southern Illinois University Edwardsville, 1982
 - **John S. Gaal**, BT, Washington University, 1991; MA, Webster University, 1992; MBA, Webster University, 1993; MIB, Saint Louis University, 1996; EdD, Argosy University, 2007
 - **Tandy Gabbert**, BSN, Webster University, 1997; MSN, Webster University, 2006
 - **Kenneth E. Gabel**, BS, Southeast Missouri State University, 1970; MA, Webster University, 1990
 - **Ronald R. Gaddis**, associate professor; BS, Western Michigan University, 1972; MS, University of Kansas, 1981; PhD, University of Kansas, 1982
 - **Bindu K. Gangadharan**, MA, Madras University, 1982; MA, Madras University, 1985; MA, Miami University, 1992
 - **Rhonda R. Garrett**, BA, Saint Louis University, 2002; MEM, Washington University, 2009
 - **Michele A. Gatzert**, BSN, Webster University, 2007; MSN, Webster University, 2011
 - **Joe C. Gfaller**, BA, Harvard University, 2001
 - **Kevin Gianino**,
 - **Belva L. Giesing**, BS, William Jewell College, 1975; MSN, Webster University, 2010
 - **Lorraine H. Gilbertson**, BA, University of Minnesota-Twin Cities, 1963; MBA, Avila University, 1983
 - **Zach D. Gildehaus**, BS, Webster University, 2009; MBA, Webster University, 2011
 - **Bruce G. Gillies**, BS, Excelsior College, 1992; MA, United States International University, 1996; MS, United States International University, 2000; PsyD, United States International University, 2002
 - **Kevin W. Gitonga**, BA, United States International University, 2003; MEd, University of Illinois at Urbana-Champaign, 2007; PhD, University of Illinois at Urbana-Champaign, 2014
 - **Stephen K. Gitonga**, MC, Idaho State University, 2002; PhD, Idaho State University, 2006
 - **James M. Glynn**, BA, Loyola University of Chicago, 1979; MA, The Catholic University of America, 1981; JD, Tulane University, 1990
 - **Eric A. Goedereis**, associate professor; BS, Western Illinois University, 2003; MS, Western Illinois University, 2005; PhD, West Virginia University, 2009
 - **Susan C. Golabek**, BA, University of South Florida, 1984; MA, Webster University, 1996; EdD, George Washington University, 2001
 - **Richard C. Goldberg**, BA, University of Wisconsin-Superior, 1968; MSW, Washington University, 1970; MBA, Lindenwood University, 1984
 - **Phillip Gonsler**, BA, Ottawa University, 1986; MLA, Baker University, 2000; MA, Webster University, 2003; MA, Webster University, 2006
 - **Andrew J. Gonzalez**, BS, Saint Louis University, 1983; MBA, Webster University, 1991
 - **Gregory D. Gotches**, BS, University of Illinois at Chicago, 1974; AM, University of Illinois at Chicago, 1976; MS, Benedictine University, 1993
 - **Larry M. Granda**, associate professor; BA, Webster University, 2001; BS, Webster University, 2001; MA, Saint Louis University, 2004; PhD, Saint Louis University, 2007
 - **Robert D. Gray**, BS, Saint Louis University, 1955; MA, University of Central Missouri, 1969; EdS, University of Central Missouri, 1973; EdD, Nova Southeastern University, 1977
 - **Amy M. Gray Graves**, BS, University of Central Oklahoma, 1999; MEd, University of Central Oklahoma, 2001; PhD, University of North Texas, 2009
 - **Larry D. Gray III**, BA, Olivet College, 1997; MA, Western Michigan University, 2002; PhD, Western Michigan University, 2012
 - **Rita W. Green**, BSBA, University of Tennessee at Martin, 1992; MBA, University of Memphis, 1997
 - **Theodore D. Green**, professor; BA, Beloit College, 1982; MA, Saint Louis University, 1986; PhD, Saint Louis University, 2000

- **Barry A. Greenberg**, BS, University of Illinois at Urbana-Champaign, 1969; MBA, Southern Illinois University Carbondale, 1988
- **Ryan E. Gregg**, assistant professor; BA, Truman State University, 1999; MA, Virginia Commonwealth University, 2003; PhD, Johns Hopkins University, 2008
- **Gloria Grenwald**, professor; BA, Taylor University, 1976; MS, University of Kentucky, 1978; PhD, Saint Louis University, 1988
- **William C. Grier, Jr.**, BS, United States Military Academy, 1977; MA, University of Oklahoma, 1981; MS, Kansas State University, 1995
- **Julia Griffey**, associate professor; BS, University of California, Berkeley, 1994; MA, Cornell University, 1998; MFA, Massachusetts College of Art, 2005
- **Susan M. Grigsby**, AB, Bard College, 1982; MBA, Webster University, 1989; MAT, Webster University, 2006
- **James T. Grimes**, BS, University of Missouri-Saint Louis, 1985; MBA, Fontbonne University, 1998
- **Kimberly S. Groneck**, BS, University of Central Missouri, 1987; MA, Webster University, 1994
- **Jeffrey L. Groves**, BES, University of Missouri-Columbia, 1988; JD, University of Missouri-Columbia, 1991
- **Lloyd B. Gubin**, AB, University of Missouri-Columbia, 1974; MHA, Saint Louis University, 1976; JD, St. Mary's University of Minnesota, 1980
- **Evelyn Gullett**, BA, Hawaii Pacific University, 1995; MBA, Hawaii Pacific University, 1998; MA, Fielding Graduate University, 2002
- **Jason O. Gurtovoy**, BA, University of San Francisco, 2009; MA, University of San Francisco, 2009
- **Tiffany A. Guthrie**, BA, Cornerstone University, 1990; MA, Webster University, 2004
- **David Gutting**, AB, Washington University, 1971; MA, University of Pennsylvania, 1978
- **Gary A. Hacker**, BS, Missouri State University, 1979; MPA, Shippensburg University of Pennsylvania, 1998
- **Susan H. Hagen**, BS, Washington University, 1975
- **James W. Haischer**, BA, Michigan State University, 1977; MBA, University of South Florida, 1985
- **Raymond T. Halagera**, BS, Purdue University; MA, University of Chicago
- **Jeffrey T. Haldeman**, professor; BA, Elizabethtown College, 1968; MS, George Williams College, 1976; PhD, Case Western Reserve University, 1983
- **William F. Hall**, BA, Tennessee State University, 1972; MSW, Washington University, 1975; MA, Washington University, 1976
- **Teresa H. Halloran**, BS, Saint Louis University, 1977; MS, Saint Louis University, 1989; PhD, University of Missouri-Saint Louis, 2001
- **Jason B. Ham**, BS, Park University, 2012; MA, Webster University, 2013
- **Timothy D. Hamilton**, BA, Washburn University, 1984; MA, University of Kansas, 1989; JD, University of Kansas, 1989
- **Glenn A. Hancock, Jr.**, BS, University of Missouri-Saint Louis; MEd, University of Missouri-Columbia, 2010
- **Beth A. Hankamer**, BS, Maryville University of St. Louis, 2002; BSN, Webster University, 2006; MSN, Webster University, 2010
- **Craig L. Hannick**, BS, Maryville University of St. Louis, 1988; MAT, Webster University, 1993
- **Paula J. Hanssen**, associate professor; BA, Texas Tech University, 1983; MA, Texas Tech University, 1986; PhD, University of Illinois at Urbana-Champaign, 1993
- **Lawrence W. Hardwick**, BA, University of Missouri-Columbia, 2006; JD, University of Missouri-Columbia, 2011
- **Kimberly A. Harrick**,/F1 8 225

Faculty

- **Michael B. Hill**, BSBA, Saint Louis University, 2004; MS, Webster University, 2009
- **Stuart Chapman Hill**, assistant professor; BA, Vanderbilt University, 2008; Med, Vanderbilt University, 2009
- **Mark B. Hillis**, AB, Stanford University, 1969; JD, University of Michigan, 1972
- **Kevin S. Hillman**, BA, Centre College, 1997; JD, University of Cincinnati, 2000
- **Gail L. Hinshaw**, BS, Fort Hayes State University, 1972; MS, Fort Hayes State University, 1974
- **Steven Y. Hinson**, professor; BA, Berea College, 1987; MA, University of Kentucky, 1989; MBA, Webster University, 1997; PhD, University of Kentucky, 1993
- **Randolph A. Hodge**, BMEd, University of Missouri-Kansas City, 1982; MM, Webster University, 1989
- **Carol P. Hodson**, professor; BFA, The School of Visual Arts, 1982; MFA, Temple University, 1988
- **Philip S. Holley**, AB, Washington University, 1973; EdD, Saint Louis University, 2002
- **Kenneth M. Holmes**, BA, Southern Illinois University Edwardsville, 1968; MEd, Southern Illinois University Edwardsville, 1979; DA, Illinois State University, 1989
- **Rodney H. Holmes**, BA, Saint Louis University, 1994; JD, Saint Louis University, 1997
- **Suzanne M. Holroyd**, BA, University of Missouri-Columbia; MA, George Washington University; MA, University of Southern California; PhD, University of Southern California
- **Reginald W. Holt**, BS, East Tennessee State University, 1993; MA, East Tennessee State University, 1997; PhD, University of Missouri-Saint Louis, 2015
- **Fred W. Holtz**, BA, University of Missouri-Kansas City, 1974; BSBA, Rockhurst University, 1981; MA, Webster University, 1987; MA, Webster University, 1996; MBA, Webster University, 1999
- **Shoula R. Horing**, BA, Tel Aviv University, 1983; MBA, University of Missouri-Kansas City, 1986; JD, University of Missouri-Kansas City, 1993
- **Terry C. House**, BS, Campbell University, 2002; MS, Nova Southeastern University, 2003; PhD, Nova Southeastern University, 2009
- **Sally J. Howald**,

- **Jerome M. Jose**, BS, California State University, Fresno, 2005; MA, Webster University, 2014; MS, Webster University, 2016
- **Paul G. Justis, Jr.**, BS, Missouri University of Science and Technology, 1985; MBA, Webster University, 1991
- **Barbara A. Kaighin**, BS, Truman State University, 1978; MA, Webster University, 1983; PhD, Saint Louis University, 1991
- **DJ Kaiser**, associate professor; BA, University of Illinois at Urbana-Champaign, 1996; BA, University of Illinois at Urbana-Champaign, 1996; MA, University of Illinois at Urbana-Champaign, 2000; AM, Washington University, 2007
- **Laleh Kalantari**, BS, Montclair State University, 1986; MBA, University of Minnesota-Morris, 1987
- **Lawrence W. Kammien, Jr.**, BSBA, Saint Louis University, 1990; MBA, Saint Louis University, 1996
- **Jackie S. Kampmann**,

- **Jeffrey B. Leeson**, BS, University of Pittsburgh, 1968; MBA, University of New Haven, 1982; MS, Rensselaer Polytechnic Institute, 1995
- **Edward R. Lefler**, BEnv, University of Kansas, 1984; MA, Bellevue University, 1995
- **Mark H. Lenox**, BS, United States Coast Guard Academy, 1988; MS, Missouri University of Science and Technology, 2001
- **Allen S. Levin**, BA, Washington University, 1967; MArch, Washington University, 1969
- **Anthony Lewis**, BS, Alabama State University, 2002; MEd, Alabama State University, 2004; MEd, Alabama State University, 2006; PhD, University of Missouri-Columbia, 2013
- **Randall D. Lewis**, BS, Missouri Valley College, 1987; MA, Webster University, 1993; DMgt, Webster University, 2009
- **Ryan D. Liberati**, assistant professor; BA, Augustana College, 2002; MA, Bradley University, 2009; PhD, Old Dominion University, 2012
- **William J. Liccione**, BA, University of Rio Grande, 1968; MA, Northern Illinois University, 1973; MBA, Southern Illinois University Edwardsville, 1994; PhD, University of Missouri-Columbia, 1977
- **Monica L. Lieser**, BS, Western Michigan University, 2000; MA, Western Michigan University, 2004
- **Lisa L. Liggins**, BA, Fisk University, 1994; MS, Tennessee State University, 1997; PhD, Illinois Institute of Technology, 2006
- **Joel N. Light**, BGS, University of Kansas, 1981; MA, Wichita State University, 1992; PhD, Capella University, 2004
- **Kenneth L. Light**, BS, Missouri University of Science and Technology, 1990; MS, University of Wisconsin-Madison, 1991
- **Robert E. Littlejohn**, BS, Park University, 1990; MA, Webster University, 2005
- **Glenn D. Lloyd, Jr.**, BSE, University of Connecticut, 1970; MS, University of Wyoming, 1977
- **Oliver H. London**, BA, Susquehanna University, 1964; MA, University of Texas at Austin, 1967; PhD, Colorado State University, 1975
- **Mark A. Long**, BSBA, University of Central Missouri, 1980; MAT, Webster University, 1999
- **Francis A. Lonsway**, BA, University of Dayton, 1961; BA, Assumption College, 1963; MA, University of Minnesota Twin Cities, 1964; MA, Assumption College, 1965; PhD, University of Minnesota Twin Cities, 1967
- **Joseph A. LoPresti, Jr.**, BSBA, University of Missouri-Saint Louis, 1984; MEM, Washington University, 1993
- **Edward G. Lott, Jr.**, BS, Saint Louis University, 1990; MA, Webster University, 2006
- **Brad Loudenback**, professor; BA, DePauw University, 1977; MA, University of Chicago, 1978; MFA, University of North Carolina at Chapel Hill, 1982
- **Julie M. Lowrie**, BA, University of California, San Diego, 1977; MS, Utica College, 2008; MS, California Institute of the Arts, 2010; JD, American College of Law, 1983
- **Erik Lueders**, BSF, University of Missouri-Columbia, 2004; MBA, Webster University, 2009
- **Kay L. Luft**, BSN, Avila University, 1974; MN, University of Kansas, 1983
- **Troy V.G. Luh**, professor; BBA, Evangel University, 1991; MAcct, Southwest Missouri State University, 1993; PhD, Saint Louis University, 2003
- **Beverly J. Lum**, BA, University of California, Irvine, 1975; MA, University of California, Berkeley, 1986; PhD, University of California, Berkeley, 1992
- **Kenneth C. Lynch**, BA, Saint Leo University, 1989; MBA, Fontbonne University, 1997
- **Mark T. Lynn**, BSEd, University of Missouri-Saint Louis, 1998; MAT, Webster University, 2002
- **Mary P. Lynn**, BS, University of Missouri-Saint Louis, 1977; MEd, Concordia University, 2014
- **Lee A. Lyons**, BSEd, University of Missouri-Columbia, 1987; MAT, Webster University, 1996
- **Danielle MacCartney**, associate professor, associate dean; BA, New Mexico State University, 1999; MA, University of California, Irvine, 2001; PhD, University of California, Irvine, 2005
- **John A. Machnic**, BA, Niagara University, 1974; MA, Ball State University, 1976; PhD, Virginia Polytechnic Institute and State University, 1983
- **Ann R. Mack**, BS, Colorado State University, 1979; MAT, Webster University, 1988
- **Allan H. MacNeill**, professor; BA, Franklin and Marshall College, 1982; MS, University of Massachusetts, 1987; PhD, University of Massachusetts, 1997
- **Stephanie J. Madlinger**, BS, University of Missouri-Columbia, 1992; MA, Lindenwood University, 2002; EdS, University of Missouri-Columbia, 2004
- **Sonette Magnus**, BA, University of Toronto, 2006; JD, Emory University, 2009
- **Peter E. Maher**, professor; BS, University of Wales, 1982; MS, University of Wales, 1983; PhD, University of Wales, 1986
- **Sebastian P. Mahfood**, BA, University of Texas at Arlington, 1992; MA, University of Texas at Arlington, 1994; MET, Webster University, 2012
- **Stephanie L. Mahfood**, assistant professor; BA, Calvin College, 1993; MAT, Webster University, 1999
- **Ziauddin Mahmood**, BS, Washington University, 1983; MBA, Washington University, 1983
- **Albert J. Marcella, Jr.**, professor; BS, Bryant College, 1977; MBA, University of New Haven, 1982; PhD, Walden University, 1995
- **Russell A. Marchant**, BA, Notre Dame College, 1975; BS, Maryville University of St. Louis, 1981; MA, Webster University, 1984; MAT, Webster University, 2005
- **James D. Marchbank**, BS, Southwest Missouri State University, 1964; MBA, Columbia University, 1975
- **Alvin J. Marcus**, BA, Saint Louis University, 1970; MS, Saint Louis University, 1972; MBA, Southern Illinois University Edwardsville, 1977
- **M. Kathryn Marlock**, BS, University of Utah, 1991; MS, University of Utah, 1991; PhD, University of Utah, 2001
- **James A. Martin**, director of jazz collective and wind ensemble; BA, Saint Louis University, 1981; MM, Eastman School of Music, 1984
- **John Martin**, BS, Drexel University, 1964; MBA, Drexel University
- **Nora M. Martin**, BS, Park University, 1990; MBA, Webster University, 1999; DBA, Nova Southeastern University, 2003
- **Cheryl M. Marty**, BLS, Saint Louis University, 1997; MIB, Saint Louis University, 2013
- **Patricia A. Masidonski**, 1.24398804 or-1 104.15000153TJ 1 0 0 -1 17.006000
- **Tm [(1th C. Lynch,)] TJ /F1 8 Tf 1 50052860.56600189 554.044006,ivers00**

- **John P. McClellan**, BM, Saint Louis Conservatory of Music, 1986; MM, Saint Louis Conservatory of Music, 1987
- **Scott T. McClure**, BS, University of Missouri-Saint Louis, 1986; MBA, Maryville University of St. Louis, 1993
- **John R. McClusky**, BS, The New School, 1993; MS, Wilmington College, 1997
- **Lindsay A. McCracken**, BA, Webster University, 2002; MAT, Webster University, 2006
- **Joanne H. McDermott**, BS, SUNY at Plattsburgh, 1975; MA, New York University, 1985

- **Andrea Rothbart**, professor; BA, Wayne State University, 1961; MA, Washington University, 1963; PhD, University of Illinois at Urbana-Champaign, 1971
- **Eric W. Rothenbuhler**, dean; BA, Ohio State University, 1980; MA, Ohio State University, 1982; PhD, University of Southern California, 1985
- **Betty L. Rottmann**, BA, Columbia College, 1992; MA, Webster University, 1996; DMgt, Webster University, 2004
- **Barbara L. Roussin**, BSEd, University of Missouri-Saint Louis, 1991
- **Alanna D. Runge**, BS, Southern Illinois University Edwardsville, 1991; MBA, Lindenwood University, 1994; PhD, Saint Louis University, 2003
- **Sarah B. Rush**, BS, University of Missouri-Columbia, 1981; MEd, University of Missouri-Columbia, 1983
- **John E. Rustemeyer**, BA, Grand Valley State University, 1967; MA, Northern Illinois University, 1971; PhD, Saint Louis University, 1975
- **Mary L. Ruzicka**, BA, Concordia University Wisconsin, 1995; MBA, University of Phoenix, 2004
- **Barbara C. Sacks**, AB, Washington University, 1964; JD, Washington University, 1984
- **Christopher S. Sagovac**, associate professor; BA, Webster University, 1996; MA, Webster University, 2005
- **Robert L. Sainz**, BS, University of Missouri-Saint Louis; MEd, University of Missouri-Saint Louis
- **Yupa Saisanan Na Ayudhya**, BS, Chulalongkorn University, Thailand, 1981; MBA, Youngstown State University, 1984
- **Edward T. Sakurai**, professor; BA, Reed College, 1958; MA, Washington University, 1964; PhD, Washington University, 1971
- **Gisela R. Salas**, BS, Florida International University, 1977; MBA, University of Miami, 1985; PhD, Lynn University, 2008
- **Hanadi K. Saleh**, BA, Lebanese University, 1993; MEd, Florida Atlantic University, 2001; EdS, Florida Atlantic University, 2004; MEd, Florida Atlantic University, 2009; EdD, Nova Southeastern University, 2007
- **Harold E. Salmon**, BS, Indiana State University, 1962; MS, Indiana State University, 1964; PhD, Indiana State University, 1972
- **Richard Sambolin**, BA, Columbia College, 2006; MA, Webster University, 2008; MS, Webster University, 2010
- **Karla A. Samson**, BS, Missouri State University, 1999; MAT, Webster University, 2007
- **Peter E. Sargent**, dean; BFA, Carnegie Mellon University, 1959; MFA, Yale University, 1963
- **Ronda L. Sauget**, BS, Southern Illinois University Edwardsville, 1996; MBA, Southern Illinois University Edwardsville, 1998; DMgt, Webster University, 2012
- **Debra A. Savka**, BSN, Webster University, 2013; MSN, Webster University, 2016
- **Mustafa Sayim**, BS, Hacettepe University, 1992; MBA, Virginia Commonwealth University, 1997; MIBA, Alliant International University, 2000; DBA, Alliant International University, 2012
- **Kimberly E. Scanlan**, BA, Iowa State University, 1981; MBA, Wichita State University, 1986; PhD, Capella University, 2007
- **Marilyn E. Schallom, RN**, BSN, Saint Louis University, 1983; MSN, Saint Louis University, 1990; PhD, University of Kansas, 2013
- **Anne E. Schappe**, BSN, Saint Louis University, 1969; MSN, Saint Louis University, 1976; MA, Saint Louis University, 1993; PhD, Saint Louis University, 1998
- **Stephen T. Scheid**, BS, Ohio State University, 2004; AM, Washington University, 2006
- **Daniel W. Schene**, professor; BM, Indiana University Bloomington, 1978; MM, Indiana University Bloomington, 1980
- **Steven M. Schenkel**, professor; BM, Southern Illinois University Edwardsville, 1973; MM, Southern Illinois University Carbondale, 1974; PhD, Washington University, 1980
- **James H. Schieffer**, BA, Saint Louis University, 1992; MA, Saint Louis University, 1995; MEd, University of Missouri-Saint Louis, 2001; EdS, University of Missouri-Saint Louis, 2008
- **Christopher A. Schneider**, BS, Southwest Missouri State University, 1997; MS, Missouri University of Science and Technology, 2000
- **James R. Schnurbusch**, BA, University of Missouri-Saint Louis, 1982
- **Lauren C. Schoellhorn**, BSEd, University of Missouri-Saint Louis, 2005; MA, Webster University, 2012
- **Katie M. Schroeder**, BS, Saint Louis University, 1995; MEd, University of Missouri-Saint Louis, 2007
- **Stephanie Schroeder**, associate professor, chairperson; BS, Purdue University, 1989; PhD, Vanderbilt University, 1997
- **Angela M. Schubert**, BA, Illinois College, 2003; MEd, University of Missouri-Saint Louis, 2007
- **M. Ruth C. Schumacher**, visiting assistant professor; BA, Drake University, 2004; Med, Loyola University Chicago, 2009; PhD, School of Psychology, Loyola University Chicago
- **Joseph M. Schuster**, professor; BS, Northwestern University, 1975; MFA, Warren Wilson College, 1991
- **Carol A. Schwab**, associate professor emeritus; BS, Southeast Missouri State College, 1963; MAT, Webster University, 1981; MS, Nova Southeastern University, 1993
- **Jennifer K. Schwartz**, BSN, University of Missouri-Saint Louis, 2007; MSN, Webster University, 2014
- **Eddie L. Schwartz, Jr.**, BS, Louisiana State University and A & M College, 1969; MS, Louisiana State University and A & M College, 1972; MBA, Drury University, 1981
- **Bradford G. Scott**, professor; BA, Westminster College, 1984; MBA, Saint Louis University, 1991; PhD, Saint Louis University, 1998
- **Roger F. Scott**, BS, University of South Carolina, 1986; MBA, LeHigh University, 1993
- **Jennifer M. Self**, BM, Southern Illinois University Edwardsville, 1997; MEd, University of Missouri-Saint Louis, 2001; PhD, Saint Louis University, 2012
- **Angela M. Sencibaugh**, BA, Maryville University of St. Louis, 2004; MAEd, University of Missouri-Saint Louis, 2009; MAEd, Lindenwood University, 2011; EdD, Maryville University of St. Louis, 2013
- **Joseph M. Sencibaugh**, associate professor; BA, Saint Louis University, 1986; MAT, Saint Louis University, 1988; PhD, Saint Louis University, 1996
- **Karolyn E. Senter**, BA, University of Missouri-Kansas City, 1982; MEd, University of Missouri-Saint Louis, 1994; PhD, Saint Louis University, 2001
- **Kristin J.P. Serafini**, BA, Principia College, 1998
- **Anne M. Sewell**, BA, Rockhurst University, 1986; MSED, University of Central Missouri, 1991
- **Mohammad A. Shabbir**, BSS, University of Dhaka, 1978; MS, University of Dhaka, 1982; MS, Southern Illinois University Edwardsville, 1987; MS, Southern Illinois University Edwardsville, 1993
- **K. Quinn Shao**, associate professor; BA, Shangdong Normal University, China, 1981; MEd, Simon Fraser University, 1990; MS, University of Wyoming, 2001
- **Greg E. Shapiro**, BS, University of Missouri-Columbia, 1979; EMBA, Washington University, 2014
- **William W. Sharpe**, BA, Webster University, 1976; AM, University of Michigan, 1980
- **Robert B. Shaw**, BS, Southern Illinois University Carbondale, 1993; MSED, Southern Illinois University Carbondale, 2002
- **Philip A. Shayne**, BS, University of Missouri-Columbia, 1969; MEd, University of Missouri-Saint Louis, 1973; MEd, University of Missouri-Saint Louis, 1977; PhD, Saint Louis University, 2008

- **Katrina S. Shelby**, BA, Saint Louis University, 1997; MBA, Webster University, 2012; JD, Saint Louis University, 2000
- **John R. Shepherd, Jr.**, BA, Columbia College, 1997; MA, Webster University, 1999
- **Eric M. Shinault**, BA, Purdue University, 1978; BS, Purdue University, 1978; MBA, University of Wisconsin-Oshkosh, 1985
- **Benny G. Shriver**, AB, Drury University, 1966; MPH, University of Oklahoma, 1974; MS, Southwest Missouri State University, 1996; MA, Webster University, 2007; MA, Webster University, 2015
- **Arthur M. Silverblatt**, BA, Michigan State University, 1972; MA, Michigan State University, 1974; PhD, Michigan State University, 1980
- **Cory J. Simek**, BA, Lindenwood University, 1990; MIB, Saint Louis University, 1998
- **Marilyn L. Simson**, BSBA, University of Phoenix, 1991; MA, Webster University, 1993; EdD, Nova Southeastern University, 1999
- **Hemla D. Singaravelu**, professor; BS, Southern Illinois University Carbondale, 1986; MS, Southern Illinois University Carbondale, 1992; PhD, Southern Illinois University Edwardsville, 1998
- **Megan M. Singleton**, BFA, Webster University, 2005; MFA, Louisiana State University, 2012
- **David G. Skeen**, BA, University of Washington, 1970; LLM, University of San Diego, 1983; JD, University of Chicago, 1973
- **Barry T. Smith**, BSBA, Roosevelt University, 1983; MBA, DePaul University, 1985
- **Dustin B. Smith**, assistant professor; BS, University of Idaho, 2009; PhD, Washington State University, 2013
- **Earnrolyn C. Smith**, BA, Loyola University New Orleans, 1993; MILS, University of Michigan, 1994; JD, Saint Louis University, 1997
- **Jerry L. Smith**, BSBA, Southeast Missouri State University, 1968; MA, University of Missouri-Columbia, 1971
- **Keith D. Smith**, BSEd, University of Kansas, 1996; JD, University of Texas at San Antonio, 2005
- **Marilyn Smith**, BS, University of Missouri-Saint Louis, 1974; MEd, University of Missouri-Saint Louis, 1995
- **Martha Smith**, associate professor; BA, Webster University, 1991; MS, Webster University, 2000; PhD, Saint Louis University, 2012
- **Tiffany M. Smith**, BGS, University of Kansas, 2003; MAT, Webster University, 2004; MAT, Webster University, 2007
- **Jennifer D. Snider**, BS, University of Missouri-Saint Louis, 1975; MA, Washington University, 1982
- **Eileen R. Solomon**, professor; BA, Washington University, 1973; MS, Boston University, 1977; PhD, Saint Louis University, 2004
- **HeeYoung Song**, BA, Duk Sung Women's University, 1991; MA, University of Central Missouri, 2003; PhD, University of Missouri-Kansas City, 2009
- **Robert J. Spaniol**, BA, University of Kansas, 1976; BSN, University of Kansas, 1979; MBA, University of St. Thomas, 1986; PhD, University of Kansas, 2002
- **Rebecca G. Spear**, BA, University of Missouri-Saint Louis, 1998; MA, Webster University, 2003
- **James M. Speck**, BSBA, University of Missouri-Saint Louis, 1977; MBA, Lindenwood University, 1977
- **William R. Spernow**, BS, California State University, Sacramento, 1988; MBA, California State University, Sacramento, 1996
- **Edward J. Spillane, Jr.**, professor emeritus; BS, Stonehill College, 1957; MHA, Saint Louis University, 1962; PhD, Saint Louis University, 1973
- **M. Kathryn Sprague**, BS, Florida State University, 1979; MEd, University of Missouri-Columbia, 2006
- **Meghan E. Sprung**, BA, Fontbonne University, 2004; MA, Webster University, 2008
- **John C. Spytek**, BS, Southern Illinois University Carbondale, 1993; MFin, Saint Louis University, 1998
- **Amanda F. Staggborg**, BA, Webster University, 2003; MA, Webster University, 2008
- **Susan H. Stang**, BFA, Rhode Island School of Design, 1971; MFA, Rhode Island School of Design, 1974
- **Regina R. Stanke**, BSN, Webster University, 1999; MSN, Webster University, 2006
- **Marchita R. Stanton**, MSOD, American University, 1997
- **Martina R. Steed, RN**, associate professor; BSN, University of Arkansas, 1988; MS, Southern Illinois University Edwardsville, 1996; PhD, Walden University, 2016
- **Molly A. Stehn**, assistant professor; BM, University of Northern Iowa, 2002; MM, Manhattan School of Music, 2004; MA, University of Cincinnati, 2010
- **Laurita L. Stellyes**, BS, Newman University, 1977; ND, National College of Naturopathic Medicine, 1979
- **Patricia J. Stenger**, BS, Southeast Missouri State University, 1981; MA, Southeast Missouri State University, 1982
- **Charles B. Stephens**, BAEd, Wichita State University, 1988; MS, Friends University, 1996; MBA, Friends University, 1999
- **M. Mercedes Stephenson**, BA, Universidad del Salvador, 1969; MA, University of Southern California, 1971; PhD, Saint Louis University, 1982
- **Julie B. Stern**, BSEd, Eastern Michigan University, 1991; MEd, National-Louis University, 1996
- **Drew J. Stevens**, BA, Rutgers, The State University of New Jersey, 1984; MBA, University of Phoenix, 1998; PhD, Capella University, 2005
- **Barbara W. Stewart**, BA, Webster University, 1984; MA, Webster University, 1993
- **Nathan P. Stewart**, BS, Park University, 2003; MBA, Baker University, 2005
- **Ferris M. Stickse**, BSIE, Saint Louis University, 1969; MBA, Lindenwood University, 1985
- **John S. Steven**, MS, Central Michigan University, 1988; MS, Air Force Institute of Technology, 1993
- **Deborah A. Stiles**, professor; BA, Sarah Lawrence College, 1971; MAT, Rhode Island School of Design, 1972; PhD, Boston College, 1980
- **Joseph Stimpfl**, professor, associate dean; AB, University of Missouri-Columbia, 1971; MEd, University of Missouri-Columbia, 1976; MA, University of Pittsburgh, 1986; PhD, University of Pittsburgh, 1990
- **Jennifer Stoffel**, BS, Lewis and Clark College, 1976; MS, Northwestern University, 1984
- **Jennifer Strange**, BA, Webster University, 1977; MAT, Webster University, 2002
- **Scott H. Strickland**, BSACct, University of Missouri-Columbia, 1986; MBA, Baker University, 1992
- **Jill M.J. Stulce, RN**, associate professor, chairperson; BSN, University of Missouri-Columbia, 1988; MSN, Southern Illinois University Edwardsville, 1998
- **Ryan P. Sullivan**, BA, Webster University, 2004; MET, Webster University, 2011
- **Terrence Sullivan**, assistant professor; BA, Maryville University of St. Louis; MS, Saint Louis University, 2006
- **Xiaoyuan Suo**, associate professor; BS, Georgia State University, 2003; MS, Georgia State University, 2006; PhD, Georgia State University, 2009
- **Mary K. Suszko**, BA, Saint Louis University, 1978; MA, University of Missouri-Saint Louis, 1981; PhD, University of Missouri-Saint Louis, 1991
- **Kendra S. Swensen**, BS, University of Arizona, 1982; MBA, University of Denver, 1988
- **Peter A. Takes**, BS, Clarkson University, 1979; PhD, Indiana State University, 1985
- **Roy T. Tamashiro**, professor; BA, University of Hawaii, 1969; MEd, University of Hawaii, 1971; EdD, University of Massachusetts, 1976

- **Jason S. Tapp**, BS, Kentucky Wesleyan College, 1998; MS, Western Kentucky University, 2000
- **Justin Tarte**, BSEd, University of Missouri-Columbia, 2005; MA, Lindenwood University, 2009; EdD, Maryville University of St. Louis, 2011
- **Lynn D. Tarvin**, BA, Missouri Southern State University, 2002; BA, Missouri Southern State University, 2002; MET, MidAmerica Nazarene University, 2006
- **Amber E.B. Taylor**, BA, Washington University, 2004; MEd, University of Georgia, 2005; PhD, University of Georgia, 2008
- **Fred G. Tennant**, BSA, University of Arkansas, 1982; MIBA, United States International University, 1986
- **Ellen Tetlow**, BA, DePauw University, 1981; MAEd, Washington University, 1982; MSW, Washington University, 1983
- **Stephanie M.K. Thayer**, BA, Webster University, 2007; MBA, Webster University, 2009
- **Andrew K. Theiling**, BS, University of Minnesota-Twin Cities, 2002
- **John D. Theodore**, BS, Vanderbilt University, 1963; MA, Western Kentucky University, 1965; PhD, Aristotelian University, 1972; PhD, University of Kansas, 1973; DCom, University of South Africa, 1976
- **LeeAnn B. Thomas**, BSEd, Emporia State University, 2007; MA, Emporia State University, 2011; MEd, MidAmerica Nazarene University, 2013
- **Natalie F. Thomas**, BSSW, Saint Louis University, 1976; MAEd, Washington University, 1978; MSW, Washington University, 1979; MA, University of Missouri-Saint Louis, 1993; PhD, University of Missouri-Saint Louis, 2000
- **Emily E. Thompson**, professor, chairperson; BA, Duke University, 1991; MA, University of Pennsylvania, 1993; PhD, University of Pennsylvania, 1996
- **Stephen R. Thompson**, BS, Regis University, 1984; MBA, Regis University, 1991
- **Elizabeth J. Threlkeld**, BSN, Texas Christian University, 1984; MSN, University of Pennsylvania, 1993
- **Antoinette S. Tierney**, BSN, Saint Louis University, 1969; MEd, The University of Texas at El Paso, 1970; PhD, University of Dundee, 1972
- **Ronald G. Tolleson**, BA, Harding University, 1988; MS, University of Arkansas, 1990
- **William E. Tomes**, BS, Florida State University, 1976; MPER, University of South Carolina, 1985
- **Christine M. Torlina**, BSEd, University of Missouri-Saint Louis, 1985; MEd, University of Missouri-Saint Louis, 1990
- **Deborah L. Torres**, BS, University of Maryland, College Park, 1985; MS, Western International University, 1995; EdD, Creighton University, 2014
- **Gerald K. Touslee**, MA, University of Missouri-Kansas City, 1985; EdS, University of Missouri-Kansas City, 1988
- **Matthew C. Traughber**, BA, University of Illinois at Urbana-Champaign, 1998; PhD, University of Northern Colorado, 2007
- **Christy B. Treacy**, BS, Southern Illinois University Edwardsville, 1993; MA, Webster University, 2004; DMgt, Webster University, 2009
- **Carolbeth True**,
- **Nam Truong-Tran**, BS, Rutgers, The State University of New Jersey, 1988; MBA, Lindenwood University, 1991
- **Ece Tuncel**, associate professor; BS, Middle East Technical University, 1998; MS, Middle East Technical University, 2000; PhD, University of Illinois at Urbana-Champaign, 2008
- **Denna C. Tune**, BS, Columbia College, 1998; MA, Webster University, 2004
- **Melissa A. Turner**, BS, Missouri State University, 1990; MA, Ottawa University, 1997
- **Paige K. Turner**, associate dean; BS, University of Oregon; MS, Purdue University; PhD, Purdue University
- **Christine M. Ude**, BS, Fontbonne University, 1987; MS, Fontbonne University, 1989; EdS, Webster University, 2011
- **Mario A. Urquilla**, BS, DeVry University, 2008; MBA, Keller Graduate School of Management, 2010
- **Ibrahim Vajzovic**, MA, Webster University, 2001; DMgt, Webster University, 2009
- **Edward J. Vallorani**, BA, Villanova University, 1977; MIB, Saint Louis University, 2010
- **Lucille A. Van Alstine**, BA, William Woods University, 1979; MAT, Webster University, 1996; EdS, Webster University, 2005; PhD, University of Missouri-Saint Louis, 2012
- **Alexander van der Haven**, MA, Utrecht University, 1997; MA, Hebrew University of Jerusalem, 2000; PhD, University of Chicago, 2009
- **Vincent V. Vandelaar**, BA, Central College, 1978; MBA, University of Northern Iowa, 1988
- **Geoffrey A. VanderPal**, BS, Columbia College, 1995; MBA, Webster University, 1997; DBA, Nova Southeastern University, 2006
- **Albert M. Vargesco**, BA, Indiana University of Pennsylvania, 1974; MA, U.S. Army Command and General Staff College, 1991
- **Shaughna L. Vaughan**, BA, Ottawa University, 1996; MA, Ottawa University, 1999
- **Tameria L. Vickerson**, BA, SUNY at Potsdam, 1983; MA, Webster University, 1984; PhD, Old Dominion University, 2003
- **Stephanie A. Vollmer**, BSN, Goldfarb School of Nursing at Barnes-Jewish College, 2010; MSN, Webster University, 2015
- **Willem F.N. von Hombracht**,
- **Katherine A. Vondera**, BA, St. Mary's University, 2002; MA, Saint Louis University, 2007; MA, Saint Louis University, 2008
- **Timothy D. Vonderbrink**, BBA, Wichita State University, 1989; MBA, Webster University, 2000
- **Dana C. Walker**, BSB, Emporia State University, 1974; MBA, Southern Illinois University Edwardsville, 1989; DMgt, Webster University, 2001
- **Karen S. Walsh**, BA, University of Missouri-Saint Louis, 1976; MA, University of Missouri-Saint Louis, 1981
- **Elizabeth L. Walters**, BA, University of Missouri-Columbia, 1994; MA, Loyola Marymount University, 1999
- **Jiangping Wang**, associate professor; BE, Chongqing University, 1982; MS, University of Leeds, 1994; PhD, Missouri University of Science and Technology, 1998
- **Laura M. Ward**, BS, Missouri State University, 1992; MS, Missouri State University, 2000
- **Stanley L. Warrick**, BS, United States Military Academy, 1977; MSM, Lake Forest School of Management, 1989; JD, University of Arkansas at Little Rock, 2003
- **Shirley J. Watkins**, BA, Columbia College, 1996; BS, Columbia College, 1996; MA, Webster University, 1998; PsyD, Forest Institute of Professional Psychology, 2002
- **Philip B. Watlington**, BBA, University of Missouri-Kansas City, 1968; MBA, University of Missouri-Kansas City, 1970
- **Dara M. Webb**, BA, Northwestern University, 2003; MHA, Washington University, 2005
- **Edythe E. Weeks**, BA, University of Missouri-Columbia, 1984; JD, University of Missouri-Columbia, 1987; PhD, Northern Arizona University, 2006
- **Teresa M. Weiersmueller**, BSEd, University of Missouri-Saint Louis, 1971; MEd, National-Louis University, 1995
- **Susan B. Weitzel**, BSEd, University of Missouri-Columbia, 1976; MA, Lindenwood University, 1998
- **Cynthia A. Wellington**, BS, Southwest Missouri State University, 1980; MBA, Webster University, 2001
- **Keith E. Welsh**, professor; BA, DePauw University, 1981; MA, Indiana University Bloomington, 1984; PhD, Indiana University Bloomington, 1988

- **David Werfelmann**, assistant professor; BA, Lawrence University Conservatory of Music, 2006; MM, Indiana University Jacobs School of Music, 2009; DMA, University of Southern California Thornton School of Music
- **Patricia R. Werner, RN**, BSN, Saint Louis University, 1998; MSN, Webster University, 2012
- **David W. Wetzel**, BS, Missouri State University, 1985; MBA, Webster University, 2001; PhD, Regent University, 2009
- **Sally H. Whitaker**, BSN, Webster University, 2000; MSN, University of Kansas, 2003
- **Donna M. White**, BA, University of Missouri-Saint Louis, 2002; MA, University of Illinois at Urbana-Champaign, 2005
- **Christopher L. Wike**, BS, Southern Illinois University Carbondale, 1995; MBA, Webster University, 2000; PhD, University of North Texas, 2007
- **Phyllis Wilkinson**, professor; BA, Southern Illinois University Edwardsville, 1970; MA, Southern Illinois University Edwardsville, 1976; EdD, Southern Illinois University Edwardsville, 1988
- **Janice A. Willcox**, BSEd, Southeast Missouri State University, 1972; MAT, Webster University, 1978
- **Carol R. Williams**, associate professor; AB, William Jewell College, 1985; MAT, Webster University, 1990; PhD, Southern Illinois University Edwardsville, 1998
- **Gwyneth I. Williams**, professor; BA, Knox College, 1979; MA, Princeton University, 1982; PhD, Princeton University, 1989
- **Jennifer M. Williams**, BSN, University of Missouri-Columbia, 1994; MSN, University of Missouri-Columbia, 2001; PhD, Saint Louis University, 2014
- **Kathleen M. Williams, RN**, BSN, Southeast Missouri State University, 1979; MSN, Webster University, 2007
- **Andre M. Willis**, BS, Truman State University, 1981; MPA, University of Missouri-Saint Louis, 2005
- **David C. Wilson**, professor; BA, University of Georgia, 1973; MA, University of Illinois at Chicago, 1978; MA, University of California, Los Angeles, 1983; PhD, University of California, Los Angeles, 1986
- **Randall H. Wilson**, BBA, University of Wisconsin-Whitewater, 1980; MA, Illinois State University, 1985
- **Phillip P. Wilson, Jr.**, BBS, Saint Louis University, 1977; MBA, Webster University, 1988; DMgt, Webster University, 1997
- **Serena S. Wilson**, BA, University of Tulsa, 2003; JD, University of Tulsa, 2006
- **Patricia A. Winberg**, BSN, Avila University, 1974; MS, University of Kansas, 1992
- **Philippa J. Winkler**, BA, London School of Economics, 1975; PhD, University of Bristol, 2004
- **Chris J. Winter**, BS, Southern Illinois University Edwardsville, 1973; MBA, Southern Illinois University Edwardsville, 1988
- **Casey A. Wisdom**, BS, Fontbonne University, 1996; MS, Fontbonne University, 1997; EdS, Webster University, 2007
- **Paula M. Witkowski-Dieckmann**, associate professor; BA, Webster University, 1976; MS, Fontbonne University, 1984; PhD, University of Missouri-Saint Louis, 2004
- **Randall Woehl**, BS, University of South Dakota; MPA, University of South Dakota, 2001
- **Kathleen M. Wolff**, BSEd, University of Missouri-Columbia, 1977; MS, SUNY at Buffalo, 1983
- **Anthony K. Woods**, BA, Oregon State University, 1975; MS, University of Utah, 1977; PhD, Purdue University, 1984
- **Linda M. Woolf**, professor; BA, Webster University, 1979; MS, Saint Louis University, 1986; PhD, Saint Louis University, 1988
- **Brenda Wrench**, BA, Washington University, 1979; MBA, Washington University, 1990
- **Edward T. Wright**, BA, Columbia College, 1987; MA, Webster University, 1989; MA, Webster University, 1990
- **Carl W. Yates III**, BS, University of Central Missouri, 1990; JD, Saint Louis University, 1994
- **William T. Yeager**, BSEd, Northwest Missouri State University, 1967; MS, University of Central Missouri, 1975
- **Jeanine York-Garesche**, clarinetist, Saint Louis Symphony Orchestra; BMEd, University of Nebraska-Lincoln, 1979; MM, Saint Louis Conservatory of Music, 1981
- **Noriko Yuasa**, associate professor; BA, Southeast Missouri State University, 1995; BFA, School of the Art Institute of Chicago, 1998; MFA, Minneapolis College of Art and Design, 2000
- **Jeanne E. Zack**, BSN, Maryville University of St. Louis, 1995; PhD, University of Missouri-Saint Louis, 2008
- **Hamideh Zakeri**, BA, University of Missouri-Columbia, 1990; MBA, Washington University, 2001
- **Brian W. Zimmerman**, assistant professor; BFA, Kansas City Art Institute, 2006; MFA, University of California, San Diego, 2012
- **Thomas M. Zygmunt**, BSC, Saint Louis University, 1972; MBA, Saint Louis University, 1974

North Carolina

- **George W. Ayers**, BS, Virginia Commonwealth University, 1961; MSSW, Virginia Commonwealth University, 1966; PhD, Tulane University, 1972
- **Josiah R. Baker**, BA, University of Central Florida, 1994; MA, University of Kentucky, 1996; MA, University of Central Florida, 1999; MA, Catholic University of America, 2001; PhD, Catholic University of America, 2011
- **Harold G. Beverage, Jr.**, BS, Regents College of the University of the State of New York, 1995; MA, Webster University, 1997
- **Jerome A. Bittner**, AB, Fort Hays State University, 1965; MGA, University of Pennsylvania, 1966
- **Joan A. Bold**, BSN, University of San Diego, 1983; MEd, University of West Florida, 1985; PhD, Walden University, 2012
- **Steven K. Brady**, BS, University of North Carolina at

Faculty

- **Carol D. Hairston**, BA, Fayetteville State University, 2004; MA, Webster University, 2007; DMgt, University of Phoenix, 2011
- **Dennis P. Harrison**, BA, Hawaii Pacific University, 1994; MA, Webster University, 2012
- **James D. Harriss, Jr.**, BBA, Sam Houston State University, 1977; MBA, Sam Houston State University, 1978; DBA, Mississippi State University, 1987
- **Hsiaofen Hemstock**,



Faculty

- **Gerald H. Smalls**, BS, South Carolina State University, 1988; MBA, Clark Atlanta University, 1990; LLM, Georgetown University, 2005; JD, Howard University, 1998
- **Alexanderia T. Smith**, instructor; BA, University of North Carolina, 1999; MEd, University of Georgia, 2001; PhD, University of South Carolina, 2007
- **Jarrell M. Smith**, BA, Georgia Southern University, 1968; MA, Ball State University, 1973; PhD, University of South Carolina, 1980
- **Jerome Smith**, BA, Saint Leo University, 1987; MS, Golden Gate University, 1988
- **Jerry H. Smith**, BS, Metropolitan State College of Denver, 1994; MA, Campbell University, 2002; PsyD, University of the Rockies, 2009
- **David S. Snyder**, BS, Salisbury State University, 1980; MA, Webster University, 1985; PhD, University of South Carolina, 2000
- **David Staten**, BS, South Carolina State University, 1992; MA, South Carolina State University, 1994; PhD, University of Iowa, 1998
- **Carl W. Stent**, BS, University of South Carolina, 1987; JD, University of South Carolina, 1991
-

Faculty

- **Margit B. Gerardi**, BSN, University of Texas at El Paso, 1980; MSA, Central Michigan University, 1985; MS, St. Mary's University, 2002; MSN, University of Texas Health Science Center at San Antonio, 2003; PhD, University of Texas Health Science Center at San Antonio, 2007
- **Matthew D. Gonzalez**, BBA, University of Texas at San Antonio, 1995; MBA, St. Mary's University, 1999; MIS, Keller Graduate School of Management, 2010; PhD, Capella University, 2008
- **Judith A. Gray**, BS, Columbia College, 1983; MA, Webster University, 1987; JD, St. Mary's University, 2000
- **Robert J. Griffith**, BA, Olivet Nazarene University, 1985; MBA, Syracuse University, 1995; PhD, University of Texas at San Antonio, 2012
- **Celinda B. Guerra**, BBA, St. Mary's University, 1986; JD, St. Mary's University, 1989
- **Gil Gutierrez**, BS, University of Texas at El Paso, 1992; MS, University of Texas at El Paso, 1997
- **M. Sean Hall**, BA, Rice University, 1976; MBA, University of Houston, 1990; JD, University of Houston, 1993
- **Nita C. Hawk**, BS, University of Central Missouri, 1994; MS, University of Central Missouri, 1996; EdD, University of Missouri-Columbia, 2008
- **Gary L. Henry**, BS, Stephen F. Austin State University, 1968; MS, Baylor University, 1970; EdD, Baylor University, 1974
- **John C. Hinrichs**, AB, Benedictine College, 1969; MA, Georgetown University, 1973
- **Larry A. Hobbs**, BS, Abilene Christian University, 1969; MBA, University of Alaska Anchorage, 1974
- **Douglas P. Hopkins**, BA, University of Texas at San Antonio, 1989; MEd, Southwest Texas State University, 1993
- **Zvonka Jakopovic-Vukmirovic**, BA, University of Zagreb, 1983; MA, Southern Illinois University Carbondale, 2004; PhD, St. Mary's University, 2011
- **Shirley E. Johnson**, BS, Nova Southeastern University, 1995; MPA, University of Oklahoma, 2000; PhD, Capella University, 2005
-

- **Lisa C. Smith**, BA, University of Oklahoma, 1988; MA, University of Oklahoma, 1995; JD, University of Oklahoma, 1999
- **Randolph Smith**, BSOE, Wayland Baptist University, 1999; MA, Wayland Baptist University, 2003; PhD, Capella University, 2014
- **Robert T. Smith**, BBA, University of Texas at Austin, 1967; MBA, University of Texas at Austin, 1970
- **William J. Sweetnam**, BS, University of Illinois at Urbana-Champaign, 1969; MBA, University of Illinois at Urbana-Champaign, 1971; MA, Webster University, 2002
- **Mark D. Swofford**, BS, Davidson College, 1992; MHA, Baylor University, 2003; PhD, Virginia Commonwealth University, 2011
- **James R. Tidwell**, BBA, University of Texas at El Paso, 2006; MBA, University of Texas at El Paso, 2009
- **Joseph B. Topinka**, BA, University of Illinois at Urbana-Champaign, 1990; MBA, St. Martin's University, 2002; LL.M., The Judge Advocate General's School, 2003; MHA, Chapman University, 2007; LL.M., Loyola University of Chicago, 2008; JD, Northern Illinois University, 1993;
- **David Torres**, BBA, University of Texas at El Paso, 2000; MS, University of Texas at El Paso, 2002
- **Beth A. Vivaldi**, BA, Saint Leo University, 1979; MS, University of Louisville, 1986; PhD, Capella University, 2011
- **Marilyn J. Ward**, BSOE, Wayland Baptist University, 1996; MA, Webster University, 1999; PhD, Union Institute and University, 2004
- **Cheryl A. Washington**, BS, John Jay College of Criminal Justice of the City University of New York, 1978; MS, Troy University, 1982; MA, Our Lady of the Lake University, 1992; PhD, Capella University, 2013
- **Willie E. White**, BS, University of Phoenix, 2012; MBA, University of Phoenix, 2014
- **Mary Whitfield-Williams**, BA, North Carolina Central University, 2002; MA, North Carolina Central University, 2004; PhD, The College of William & Mary, 2012
- **Philip D. Whittle**, BS, Middle Tennessee State University, 1987; MS, Florida Institute of Technology, 1996
- **Chuck Williams**, BA, University of New Mexico, 1984; MS, Trident University International, 2007
- **David L. Winney**, BSBA, University of Missouri-Columbia, 1975; MS, Houston Baptist University, 1987; MS, Our Lady of the Lake University, 2012
- **Miguel A. Ybarra**, BA, Texas State University at San Marcos, 1990; MEd, Texas State University at San Marcos, 1992; PhD, University of Wisconsin-Madison, 2000

Utah

-
- **Kristin H. Ahmann**, BS, Utah State University, 1991; MAcct, Utah State University, 1992
- **Scott D. Boman**, BA, Weber State University, 1982; MBA, Utah State University, 1999
- **Ronald A. Brown**, BA, Wayland Baptist University, 1993; MA, Midwestern State University, 1996; EdD, Nova Southeastern University, 2009
- **Clark R. Carvalho**, BSE, Northern Arizona University, 1985; MS, Western New England College, 1990g

Faculty

- Denmark, 1992; PhD, Southern Denmark Business School, 1996
- **Marcel Fink**, Magister, University of Vienna, 1996; Doctorate, University of Vienna, 2002
 - **Paul Martin Frentz**, MBA (Dipl.-Kfm.), University of Hamburg, 1981; MPA, Harvard University, 1991; PhD, University of Hamburg, 1985
 - **Eric Frey**, BA, Princeton University, 1985; MPA, Princeton University, 1986; Doctorate, University of Vienna, 2001
 - **Samia Geldner**, BA, The American College of Switzerland, 1983; MA, Stanford University, 1989
 - **Dorota Gierycz**, MA, University of Warsaw 1969; PhD, University of Warsaw 1975
 - **Thomas Grischany**, Magister, University of Vienna, 1994; Magister, University of Vienna, 1994; Diploma, Diplomatic Academy of Vienna, 1997; MA, University of Chicago, 2002; PhD, University of Chicago, 2007
 - **Luba Habodaszova**, BA, University of Economics, Bratislava, 1994; MA, Central European University, Prague, 1995; Doctorate, Indiana University, 2003
 - **Kathleen Hodkinson**,

Faculty

-

degrees

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Applied Educational Psychology (MA)

This program offered by School of Education

Program Description

The master of arts (MA) in applied educational psychology is an advanced degree program for practicing educators, and other professionals working in educationally related services, who are seeking to expand their knowledge, skills and professional

Electives (9 Hours)

Electives may include approved, graduate School of Education courses, or approved 5000 level courses from other disciplines, or approved transfer graduate courses.

TOTAL: 36 hours

Students wishing to pursue an educational specialist or doctoral degree in educational psychology or school psychology should carefully select their master's degree courses with the assistance of an advisor.

Emphasis in Psychological Education Programs

This emphasis area enables educators to provide motivational and enrichment strategies for all students and to design psycho-educational intervention and prevention programs that promote the academic, social-emotional and physical well being of students. Examples of psychological education are critical thinking skills instruction, social skills training, "at risk" student intervention, and dropout prevention programs. Students who wish to become school psychologists will need to continue their education beyond their master's degree. Recommended courses at the master's level are EPSY 5060, EPSY 5150, EPSY 5390, EPSY 5971, EPSY 5918, EPSY 5952, and SPED 5240.

Required Courses

- EPSY/EDUC 5001 Foundations of Global Citizenship (3 hours)
- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5600 Practicum in Educational Psychology (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 6001 Integrated Studies in Applied Educational Psychology (for Non-Thesis Track) (3 hours)
or EPSY 6250 Thesis (for Thesis Track) (3-6 hours)

Select four of the following courses (12 hours)

- EPSY 5060 Assessment and Evaluation of Academic Performance (3 hours)
- EPSY 5130 Educational Psychology (3 hours)
- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5290 Family Counseling (3 hours)
- EPSY 5370 Counseling (3 hours)
- EPSY 5380 Multicultural Counseling (3)
- EPSY 5390 Applied Statistics in Educational Psychology (3 hours)
- EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
- EPSY 5880 Psychology of Memory, Learning, and Problem-Solving (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY 5911 Social and Personality Development (3 hours)
- EPSY 5918 Advanced Educational Psychology (3 hours)
- EPSY 5952 Children, Culture, and Violence (3 hours)
- EPSY 5971 Models and Strategies in Behavioral Management (3 hours)
- EPSY 5980 Motivation in the 21st century classroom (3 hours)
- SPED 5240 Psychoeducational Assessment I (3 hours)
- SPED 5331 Working with Difficult Students (3 hours)
- SPED 5700 School-Based Prevention/Intervention: RTI and PBIS (3 hours)
- SPED 5701 Universal School-Wide PBIS (3 hours)
- SPED 5702 Secondary Prevention: Targeted

degrees

Applied Educational Psychology: School Psychology

This program offered by School of Education on the St. Louis home campus

Vision

The vision of this program is to prepare school psychologists who collaborate with teachers, parents, and school personnel to promote educationally and psychologically healthy school environments for all children and youth. This vision is enhanced by Webster University's international perspective that fosters dialogue, respect and understanding across boundaries and between peoples.

MSt.isn

degrees

psychology, counseling psychology, school counseling, or

- EPSY 5810 Advanced Adolescent Psychology
- EPSY 5880 Psychology of Memory, Learning, and Problem Solving (3 hours)

degrees

Intercultural Communications or SPED 5500 Social-Emotional
Development: Children and Special Needs

(Two courses of these prerequisite areas of graduate study may

degrees

Admission Requirements

- Previous practical experience in an arts discipline
- A bachelor of arts (BA), bachelor of fine arts (BFA), or approved equivalent from an accredited institution
- Submission of official transcripts
- Three letters of recommendation
- Statement of at least 1,000 words examining issues concerning "Arts and the Future"
- Interview with faculty

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Business and Organizational Security Management (MA)

This program offered by Walker School of Business & Technology

Program Description

The complexities of modern society have combined to generate a variety of threats to business organizations, information networks, military installations, government operations, and individuals. The curriculum of the program is based primarily on the social sciences. The program is designed to give maximum exposure to security management skills and to provide flexibility for the specific needs of the individual student. The content of the business and organizational security management program complements and assists the student in preparation for the Certified Protection Professional Program.

This program is offered online and at a number of campuses in the United States. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

The MA in business and organizational security management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of business and organizational security management.
-

- Students will be able to create an ongoing change leader and OD (organizational development) professional development plan.
- Students will be able to reflect on their progress as strategic thinkers and change leaders over the course of the three certificates, which constitute the masters programs.
- Students will be able to deconstruct their own professional biases in the face of client feedback or contrary evidence.

Program Curriculum

The 37 credit hours required for the master of arts (MA) must include the following courses for a major in change leadership:

- CHNG 5000 Practicing Change Leadership (3 hours)
- CHNG 5100 Change Leader Self-Mastery (3 hours)
- CHNG 5200 Change Leader Expertise for Business Results (3 hours)
- CHNG 5300 Data-Driven Change Leadership and Measurement (3 hours)
- CHNG 5400 Designing, Building, and Leading Effective Teams (3 hours)
- CHNG 5450 Managing Communication During Change (3 hours)
- CHNG 5600 Diversity and Inclusion (3 hours)
- CHNG 5700 Facilitating Change in High Performing Organizations (3 hours)
- CHNG 5800 Achieving Breakthrough Results (3 hours)
- CHNG 5900 Facilitating Emergent Change (3 hours)
- CHNG 5950 Change Leadership in a Global Context (3 hours)
- CHNG 6000 Capstone Project (3 hours)
- WSBT 5000 Career Success for the 21st Century (1 hour)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Communication Arts (MA)

This program offered by School of Education

Program Description

The communication arts master of arts (MA) is designed to provide educators from diverse educational backgrounds the opportunity to study theoretical and practical developments in language, literature, media, and the arts. Students are encouraged to learn by doing and, by doing, expand those skills

essential to their professional growth. Courses and experiences in communications allow students to explore career alternatives and enhance their professional standing.

This program is offered at the St. Louis home campus.

It is also available online (internet-based), but only for the general communication arts emphasis. Contact the School of Education office for current information.

Communication arts majors choose one of 11 emphasis areas:

- Aesthetic Education
- Educational Technology
- General Communication Arts
- Inclusive Education
- International Languages and Cultures
- Language Arts
- Media Literacy
- Reading
- Teaching English as a Foreign Language (available online only)
- Teaching English as a Second Language (available online only)
- Writing for Educators

Learning Outcomes

- Refine oral, visual, and written communication skills and understand the importance of language, media, and the arts in the communication process.
- Develop sound instructional and assessment strategies as they create curriculum based on understanding of research, theory, and practice in content areas such as language, literature, reading, writing, media literacy, and the visual and performing arts.
- Promote creative thought and expression through leadership in schools and communities.
- Develop skills and strategies to respond to diversity in schools and communities.
- Students use a variety of technological and information resources to gather and synthesize information to create and communicate knowledge.

Requirements

All communication arts majors, regardless of the emphasis chosen, take the following required courses:

- COMM 5260 Oral Communication
or COMM 5290 Interpersonal Communication (3 hours)
- COMM 5270 Visual Communication (3 hours)
- COMM 5280 Written Communication
or COMM 5199 Teaching Writing (online) (3 hours)
- COMM 5460 Curriculum Design (3 hours)
(must be taken early in program)
- COMM 5800 Applied Research (3 hours)
(must be taken late in program)

In addition to the above requirements, students select 12 credit hours of coursework deemed appropriate for an emphasis area. Thus, the 33 credit hours required for the degree must include the 15 credit hours of core courses and 12 credit hours of coursework in the emphasis area, plus 6 credit hours of electives.

A final project is not a prerequisite for graduation in communication arts; however, each course usually has projects that must be completed before credit can be earned. Projects take the form of papers, presentations, or curriculum units. Emphasis areas and suggested courses within the communication arts MA are outlined below.

degrees

•

government, business, and industrial settings. It is designed to provide students with the necessary knowledge, practice, and skills for working with individuals, couples, children, families, and groups in a variety of mental health settings.

The MA in counseling professional degree program offers emphases in clinical mental health counseling; couples, marriage, family, and child counseling; family life counseling; and community counseling. Note that not all emphases are offered at all campuses.

This program is offered at the St. Louis home campus and at select U.S. and international campuses. Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.

The MA in counseling at Webster University is accredited by the Higher Learning Commission.

The Clinical Mental Health emphasis offered on the home campus in Webster Groves, Missouri, is accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Learning Outcomes

The student learning outcomes for the MA in counseling support the development of students as competent counselors in training. The learning outcomes are broadly divided into the following:

Core Counseling Learning Outcomes

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

- Develop a professional orientation and identity as a counselor by applying sound ethical, legal, advocacy, and supervisory practices which lead to success as a mental health counselor.
- Identify the cultural context of relationships, issues, and trends in a multicultural society that impact the counseling process.
- Synthesize theories of human growth and development to develop culturally responsive counseling practices.
- Apply theories and models of career development to related life factors in multicultural contexts appropriate to an individual's work, family, and lifestyle.
- Develop an empirically based approach to counseling that emphasizes wellness and prevention by integrating theory and best practices.
- Apply theoretical and experiential understandings of group approaches to counseling to develop targeted interventions within a multicultural society.
- Apply individual and group approaches to assessment and evaluation in a multicultural society.
- Utilize statistical concepts, research methods, needs assessment, and program evaluation skills commonly used in the counseling profession.

Clinical Mental Health Counseling Emphasis Additional Learning Outcomes

- Apply ethical and legal standards as well as knowledge of public mental health policy, financing, and regulatory processes to mental health counseling.
- Implement mental health counseling principles and practices associated with education, prevention, consultation, and intervention.
- Describe how living in a multicultural society impacts clients and apply effective advocacy strategies to enhance mental health services.
- Employ various assessment techniques associated with professional mental health counseling to appropriately intervene in meeting the needs of diverse clients.

- Apply evidence-based research literature associated with professional mental health counseling to meet the needs of clients living in a diverse society.
- Implement diagnostic tools appropriate for mental health counseling professionals to diagnose disorders in diverse clients.

Couples, Marriage, Family, and Child Counseling Emphasis Additional Learning Outcomes

- Apply ethical and legal standards in marriage, couple, and family counseling.
- Identify and apply preventive, developmental, and wellness approaches in working with individuals, couples, and families from multicultural and diverse backgrounds.
- Describe how living in a multicultural society impacts clients and apply effective advocacy strategies as related to the work of a couples, marriage, family, and child counselor.
- Employ various assessment techniques associated with couples, marriage, family, and child counseling to appropriately intervene in meeting the needs of diverse clients.
- Apply evidence-based research literature associated with couples, marriage, family, and child counseling to meet the needs of clients living in a diverse society.

Community Counseling Emphasis Additional Learning Outcomes

This emphasis is only offered at the Geneva, Switzerland campus and is not interchangeable with or transferable to counseling program emphases offered at U.S. domestic campuses.

- Apply ethical and legal standards as well as knowledge of public mental health policy, financing, and regulatory processes to community counseling.
- Implement community counseling principles and practices associated with education, prevention, consultation, and intervention.
- Describe how living in a multicultural society impacts clients and apply effective advocacy strategies to enhance community counseling services.
- Employ various assessment techniques associated with community counseling to appropriately intervene in meeting the needs of diverse clients.
- Apply evidence-based research literature associated with community counseling to meet the needs of clients living in a diverse society.

Family Life Counseling Emphasis Additional Learning Outcomes

This emphasis is only offered at the Fort Bragg, North Carolina campus and is not interchangeable with or transferable to counseling program emphases offered at alternate campuses.

- Apply ethical and legal standards as well as knowledge of public mental health policy, financing, and regulatory processes to family life counseling.
- Implement family life counseling principles and practices associated with education, prevention, consultation, and intervention.
- Describe how living in a multicultural society impacts clients and apply effective advocacy strategies to enhance family life counseling services.
- Employ various assessment techniques associated with family life counseling to appropriately intervene in meeting the needs of diverse clients.
- Apply evidence-based research literature associated with family life counseling to meet the needs of clients living in a diverse society.

Program Curriculum

Not all areas of emphasis are offered at all campus locations. Students should verify that the emphasis they seek is offered at the campus they select prior to registration. Note that certain state licensure laws do not allow for courses to be completed through directed study or electronically (online). Certain counseling courses will be taught only in an online format at particular campuses. Please contact your campus for a list of courses that are only offered online or occasionally offered in an online format.

Emphasis in Clinical Mental Health Counseling

This degree emphasis requires satisfactory completion of 60 credit hours of coursework. Some states require completion of all core courses prior to Internship. Note that successful completion of program may exceed 60 credit hours for some students.

The Clinical Mental Health emphasis offered on the home campus in Webster Groves, Missouri, is accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Required Core Counseling Courses:

- COUN 5020 Foundations of Counseling: The Helping Relationship (3 hours)
- COUN 5050 Human Growth and Development (3 hours)
- COUN 5100 Social and Cultural Foundations of Counseling (3 hours)
- COUN 5200 Theories of Counseling (3 hours)
- COUN 5220 Assessment (3 hours)
- COUN 5600 Techniques of Group Counseling (3 hours)
- COUN 5700 Lifestyle and Career Development (3 hours)
- COUN 5800 Professional Orientation and Ethical Practice (3 hours)
- COUN 5850 Research and Program Evaluation (3 hours)

Additional Required Subject Area Courses:

- COUN 5150 Psychopathology (3 hours)
- COUN 5450 Trauma, Crisis, and Emergency Relief Counseling (3 hours)
- COUN 5540 Family Systems Theory (3 hours)
- COUN 5630 Techniques of Substance Abuse Counseling (3 hours)

Required Field Experience Courses:

-

degrees

Degrees

knowledge and skills, counselor formation, interpersonal relations with others in the program, and openness to supervision and feedback. Students' counseling skills development, interpersonal skills with others in the program, openness to supervision, and academic success and standing will be evaluated on a regular basis throughout the program via use of the Professional Skills Evaluation, remediation team discussions, program faculty review of student achievement, student participation, and program fitting behavior. Students may be required to complete extra coursework and/or personal counseling in order to maintain good standing in the program.

This degree is a professional degree that is regulated by state licensure boards and the *ACA Code of Ethics* (2014). As such, students will be required to commit to the above mentioned academic, interpersonal, and counseling skills development through various coursework including a minimum of 11 months of clinical field experience. The clinical field experience is intensive, typically requiring a minimum of 15 to 38 hours per week to equate to a total of 700 - 1000 hours of clinical supervised instruction. It is imperative that applicants and students understand the time commitment required to develop and evidence counseling and interpersonal skills, openness to supervision, and academic success related to the clinical field experience and program in general.

It is highly recommended that students become involved in their local and national professional counseling organization for formation of professional identity and the provision of additional learning, professional networking, and leadership opportunities. Student membership in ACA provides professional liability insurance, legal support, and access to academic and career resources.

Students in the MA in counseling professional degree program will be expected to participate in self-growth and self-disclosure experiences in some coursework as delineated by the *ACA Code of Ethics* (2014). While contents of self-disclosure will not relate to lowered academic evaluations, they may lead to the requirement that a student seek professional help to address any personal concerns that may be affecting development of competent counseling and interpersonal skills, formation of the counselor in training, and openness to supervision (ACA, 2014).

Remediation for Student Success Process

The American Counseling Association *Code of Ethics* (2014) requires that all counselor education programs in good standing provide a remediation process for all counselor education students that includes regular and ongoing evaluation of a student's general fit with the counseling profession. Appraisal will occur with faculty review of didactic and clinical competencies, attention to ethical code, openness to supervision, self-awareness and formation, and academic competency. When experiencing challenges in demonstrating academic success, development of appropriate interpersonal and/or counseling skills, and openness to clinical supervision, students may be initially required to meet with the course instructor to attempt to remediate student challenges. If unresolved, the instructor may request that the student be referred to the campus Counseling Program Advisory Committee. This Committee will review the reasons for student lack of success and will interview relevant instructors and the student to determine the most appropriate path for student success related to a potential future in the counseling profession. The most appropriate path may include but is not limited to: completion of extra coursework and/or field experience, completion of and/or participation in personal counseling, and/or dismissal or time off from the counselor education program prior to completion of the degree program. Hence, successful completion of the MA in counseling professional degree program may require additional coursework beyond the stated number of degree credit hours (48 or 60) for those students requiring

remedial coursework. Student openness to and cooperation with the campus Counseling Program Advisory Committee and adherence to *ACA Code of Ethics* (2014) will be integral to the student's continued success within the program. Note: While the campus Counseling Program Advisory Committee may review cases related to academic challenge, it is not intended to mediate grade appeals or dismissals related to academic failure. The committee is in place to work with students who are challenged in one or more areas and are seeking a plan for remediation to remain in good standing or be transitioned out of the program.

Student Handbook

All students admitted to the MA in counseling professional degree program are required to review and sign the MA in Counseling Student Handbook as a requirement of enrollment and position in the program. Students are required to sign the final page of the handbook stating understanding of and agreement with the personal and professional commitment to the MA in counseling professional degree program.

Background Check

Some states will not provide a professional counseling license to those with a failed background check. If an applicant or student has questions regarding such, it is

recommended they check with the state professional counseling licensure board prior to applying to the MA in counseling professional degree program. See the Counseling Program Coordinator or Faculty Supervisor for further information. Also note that some field experience sites require completion of a background check prior to accepting students to the field experience. All background checks are at the expense of the student. See the Counseling Program Coordinator or Faculty Supervisor for more information.

Professional Liability Insurance

All students are required to purchase and provide proof of professional liability insurance prior to beginning their field experience and retain through the duration of the field experience. Professional liability insurance is at the expense of the student and may be retained through HPSO (Health Professionals Service Organization) found on the American Counseling Association's website www.counseling.org.

Path to Licensure

To attain licensure in the field of professional counseling (LPC/LMHC/LCPC) or marriage and family therapy (LMFT), graduates must complete further clinical supervised training, pass nationally-normed field related examinations (NCE and/or NCMHCE), pass a jurisprudence exam in some states, and may have to complete additional coursework depending on the state licensure requirements. Required exams, additional focused coursework, and/or number of required clinical supervised training hours following degree completion is dependent on the state in which the graduate pursues licensure. For delineation of individual state licensure requirements, consult the following web sites and/or your state professional licensure board website:

- <http://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>
- www.aamft.org

Course Transfer

A maximum of twelve (12) credit hours from a graduate counseling program at a university with acceptable accreditation (see Catalog for definition of accreditation) may be accepted toward the MA in counseling. There will be no course substitutions once a student has transferred 12 credit hours.

degrees

Degrees

degrees

Webster campus from a non-CACREP accredited campus may request to apply no more than 12.0 credit hours of previously completed coursework toward their degree. These hours cannot include field experience course work.

In general:

Students must be in good standing in the program to be considered for transfer (no students on academic probation or in remediation will be considered for transfer). The process for transfer between Webster University campuses shall include:

- Two letters from Webster faculty at the campus of origin regarding the student's counseling and interpersonal skills level;
- A phone or personal interview with the Counseling Program coordinator or designee regarding the student's counseling and interpersonal skills level and reason for transfer; and
- Approval for the transfer by the chair of the department.

Additional documentation may be requested at the discretion of the Counseling Program coordinator.

Students wishing to take courses at a location other than their home campus must obtain approval from the Counseling Program coordinator at both their home campus and the campus where they wish to take the course(s) prior to registration. No more than 12.0 credit hours can be completed at a location other than the student's home campus without transfer. It should be noted that taking courses at a CACREP accredited campus does not imply completion of a CACREP accredited degree.

Cybersecurity (MS)

This program offered by Walker School of Business & Technology

Program Description

The master of science (MS) degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections for policies regarding application, admission, registration, and the academic policies of Webster University.

Students may not apply for dual majors because of the technical nature of this MS degree program. Students may apply for sequential degrees as long as they do not duplicate core courses.

Education at the graduate level is an expansion of the knowledge attained from undergraduate studies. Graduate education encourages the development of advanced skills, theoretical knowledge, and critical thinking skills to practice the art and science of cybersecurity management.

Students entering the cybersecurity program should have knowledge of computer systems, digital networks, familiarity with internet and wireless applications, and possess good (high school algebra and exposure to trigonometry) mathematical as well as written and oral communication skills.

The MS in cybersecurity prepares individuals for demanding positions in public and private sectors overseeing, operating, or protecting critical computer systems, information, networks, infrastructures and communications networks.

Students will be well-versed to apply their knowledge and critical thinking related to domestic and international legal systems, private and public policies, and ethics, as they apply cybersecurity to, information protection, terrorism, fraud, theft, intelligence/counterintelligence, digital forensics, pre-emptive and strategic force operation application situations.

This program is offered online and at select U.S. and international campuses. Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.

Learning Outcomes

- Graduates will be capable of explaining important principles, and theories used throughout the field of cybersecurity.
- Graduates will be capable of applying knowledge in the field of cybersecurity to analyze real world problems.
- Graduates will be capable of effectively integrating knowledge in the field of cybersecurity to propose solutions to real world problems.

Program Curriculum

The 40 credit hours required for the MS degree in cybersecurity must include the required core courses.

Core Courses

- CSSS 5000 Introduction to Cybersecurity (3)
- CSSS 5110 Cybersecurity Communications (3)
- CSSS 5120 Cybersecurity Infrastructures (3)
- CSSS 5130 Cybersecurity Intelligence/Counter Intelligence (3)
- CSSS 5140 Cybersecurity Strategic Operations (3)
- CSSS 6001 Practical Research in Cybersecurity (3)*
- CSSS 6002 Practical Research in Cybersecurity (3)*
- WSBT 5000 Career Success for the 21st Century (1)

*CSSS 6001 and 6002 must be taken sequentially over two terms; CSSS 6001 is a Prerequisite for CSSS 6002

Four elective courses chosen from the following:

- CSSS 5210 Cybersecurity Law and Policy (3)
- CSSS 5220 Cybersecurity Threat Detection (3)
- CSSS 5230 Cybersecurity Forensics (3)
- CSSS 5240 Pre-emptive Deterrence (3)
- CSSS 5250 Use and Protection of Space Assets (3)
- CSSS 5260 Encryption Methods and Techniques (3)
- CSSS 5990 Advanced Topics in Cybersecurity (3)**

**A maximum of two CSSS 5990 Advanced Topics in Cybersecurity courses may be counted toward the 40 required credit hours.

The student must also select two additional electives from CSSS or other Webster elective credit courses that may be offered at the location where the student is completing their MS requirements.

All students in this curriculum must complete the (CSSS 6001 [3] and CSSS 6002 [3] - Practical Research in Cybersecurity) capstone courses over two sequential terms as a practical

degrees



degrees

- LEAD 6123: Action Research I
- LEAD 6133: Action Research II

4. GRE with preferred minimum scores between the 50th - 60th percentiles.
5. Cumulative graduate GPA of 3.7 or greater (all graduate transcripts).
6. A writing sample demonstrating the ability to meet the rigor of a doctoral program.
7. At least three letters of reference attesting to the applicant's potential to succeed in the program.
8. A non-refundable application fee \$125. This fee is waived for Webster University Graduates.
9. Successfully complete an interview with EdD Program Admissions Committee during which the applicant presents his/her research interest, 'burning question' and plan for dissertation.

Required Courses

- EDOC 7120 Global Histories and Politics in Education (3 hours)
- EDOC 7130 Global Communications Technologies in Educational Systems (3 hours)
- EDOC 7140 Educational Equity and Ethics: Theory and Policies (3 hours)
- EDOC 7150 Social Justice & Transformative Learning (3 hours)
- EDOC 7500 First Service Learning/ Internship (3-hours)
- EDOC 7155 Second Service Learning / Internship (3 hours)
- EDOC 7510 Interdisciplinary Pro-seminar I (2 hours)
- EDOC 7520 Interdisciplinary Pro-seminar II (2 hours)
- EDOC 7530 Interdisciplinary Pro-seminar III (2 hours)
- EDOC 7540 Interdisciplinary Pro-seminar IV (2 hours)
- EDOC 8000 Dissertation (*minimum 10 credits*)

Total of 36 Credit hours

Additional Information

- EDOC Course Descriptions
- LEAD Course Descriptions
- SSSL Course Descriptions
- Program of Study

For additional information, contact Dr. M. Bevel at drmary@bevelweb.com or Lisa Davis at lisadavis98@webster.edu

Doctor of Management (DMgt)

This program offered by Walker School of Business & Technology

Mission Statement

The mission of the Doctor of Management program is to develop post-master's competencies and capabilities in organizational development, leadership and applied research for a broad range of professionals.

This program is offered at the St. Louis home campus.

The Doctor of Management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Description

The Doctor of Management (DMgt) degree is designed for professional individuals who are seeking management knowledge and skills from the general manager's viewpoint. Coursework, research, and the doctoral project help students to harness the organizational development process for creating innovative solutions to 21st Century challenges.

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, theories, and models used in the areas of organizational development and leadership.
- Students will be able to effectively apply key concepts, analytic techniques, theories, and models used in the areas of organizational development and leadership when analyzing complex situations.
- Students will be able to effectively integrate key facts, concepts, principles, theories, and models in the areas of organizational development and leadership when developing solutions to organizational problems in complex situations.
- Students will be able to design, conduct, and successfully defend a doctoral research project in the areas of organizational development and leadership, using appropriate quantitative and/or qualitative research methods.

Program Curriculum

The DMgt degree requires satisfactory completion of the following: 36 credit hours of coursework (including an Integrative Seminar), and a 9-credit-hour doctoral project that emphasizes a solutions approach to a management problem.

The following are required courses in the DMgt program:

- DMGT 7140 Statistical Analysis (3 hours)
- DMGT 7160 Quantitative Research Methods (3 hours)
- DMGT 7180 Qualitative Research Methods (3 hours)
- DMGT 7300 Management Systems Redesign (3 hours)
- DMGT 7330 Managing in the Global Marketplace (3 hours)
- DMGT 7350 Topics in Technology (3 hours)
- DMGT 7370 Topics in Leadership (3 hours)
- DMGT 7450 Strategic Management (3 hours)
- DMGT 7500 Leadership (3 hours)
- DMGT 7520 Organizational Development and Change (3 hours)
- DMGT 7750 Advanced Organizational Behavior (3 hours)
- DMGT 7900 Integrative Seminar (3 hours)
- DMGT 8000 Doctoral Project(9 hours)

Admission

Students who are interested in applying to this degree program should also see the Admission Section of this catalog for general requirements.

Prerequisites for Admission

Application to the DMgt program requires documentation of the following:

- A master's degree in a management-related field, such as business, economics, management, health management, industrial psychology or an MBA degree.
- Superior academic ability at the graduate level.

degrees

Degrees

As of June 1, 1992, students who enter the program must complete all degree requirements within five years after completion of their initial DMgt course. A student may apply to the DMgt program director for a maximum of two (2) one-year extensions of the five-year time limit for completion of the DMgt.

A student may apply to the DMgt program director for a leave of absence of two years or less. If the absence is approved, the five-year time limit will be suspended for that period and will resume at the end of the leave of absence, whether or not the student enrolls in DMgt courses.

Early Childhood Education (MA)

This program offered by School of Education

Program Description

Candidates pursuing the MA in early childhood education engage in observation and documentation to research children's learning processes and analyze them in light of developmental theory, current research, best practices, and historical and social contexts. This kind of action research informs curriculum decisions and program improvement.

International perspectives on young children and early childhood education are explored, with in-depth study of the internationally acclaimed early childhood education programs and philosophy of Reggio Emilia, Italy. Central to this philosophy are a strong image of the capabilities of young children; support for integrative, inquiry based, and collaborative learning; participation of families and community; the use of observation and documentation to inform curriculum planning and reflective learning with children; and quality learning environments.

This program is offered at the St. Louis home campus.

Learning Outcomes

The goals of the MA in early childhood education are to cultivate graduates who:

- a. Develop and refine the skills and concepts of collaborative action research in the process of assessing and making learning visible.
- b. Develop understanding of cross-cultural and international perspectives on early learning and education to inform responsive teaching and learning.
- c. Explore and formulate general criteria and contexts for quality learning environments and materials for young children.
- d. Analyze the relationship between social constructivist principles and practices and standards-based curriculum and assessment.
- e. Integrate content learning through inquiry based curriculum and collaborative learning experiences.

Requirements

The 33 credit hours for the MA in early childhood education must include the following courses:

Core Course Requirements (24 hours)

- ECED 5470 Observation, Documentation and Analysis in Early Childhood Education (3 hours)
- ECED 5510 Understanding and Supporting Children's Thinking (3 hours)

- ECED 5670 Social Intelligence and Relationships: The Foundations for Learning (3 hours)
- ECED 5750 Negotiated Learning: The Reggio Approach to Early Education (3 hours)
- ECED 5820 Creating Learning Environments (3 hours)
- ECED 5860 Cross-Cultural Perspectives in Early Childhood (3 hours)
- ECED 5870 Valuing the Expressive Languages in Education (3 hours)
- ECED 5800 Applied Research (3 hours)

Electives (9 hours)

Students may choose from the list below or select other appropriate course options, with advisor approval:

- COMM 5830 Emergent Literacy (3 hours)
- COMM 5910 Investigations in Reading: Primary (3 hours)
- ECED 5480 Math Methods for the Young Child (3 hours)
- ECED 5740 Inquiry Learning in Early Childhood (3 hours)
- ECED 5830 Topics in Early Learning (3 hours)
- ECED 5840 Issues in Parenting (3 hours)
- ECED 5830 Topics in Early Learning: The Young Child as Naturalist (3 hours)
- ECED 5760 Fundamentals of the Reggio Approach Study Tour (3 hours)

Total: 33 hours

Optional Emphasis Area

Students who wish to pursue a special emphasis area in inclusive education, in addition to their degree program, may pursue the following program. This is an option available to those who have a special interest in inclusive education.

Emphasis in Inclusive Education

The emphasis in inclusive education is designed to provide classroom teachers and regular and special educators at the pre-primary, elementary, and secondary levels with the knowledge base, practical applications, and strategies necessary for implementing a successful inclusive education program appropriate to the diverse needs of students in today's regular classroom.

This emphasis will enable practicing teachers to investigate issues and examine strategies that relate to the education of all students, regardless of ability, in their local school. In addition to the 24 required early childhood credit hours, students must complete at least 9 credit hours of appropriate coursework related to inclusive education.

The following two courses are required for the area of emphasis in inclusive education:

- EDUC 5080 Planning for the Inclusive Classroom (3 hours)
- SPED 5381 Methods for Teaching Students with Mild/Moderate Disabilities (3 hours)

In addition, students select one course from the following courses:

- SPED 5250 Behavior Management for Children with Special Needs (3 hours)
- SPED 5260 Career Preparation for Students with Special Needs (3 hours)
- SPED 5270 Advocating for Persons with Disabilities (3 hours)
- SPED 5290 Collaborative Practices for the 21st Century Classroom (3 hours)
- SPED 5300 Communicating with Families and Disabled Persons (3 hours)
- SPED 5330 Legal Issues in Special Education (3 hours)

- ECED 5830 Topics in Early Learning: Assessment for Intervention of Infants and Young Children (3 hours)
- ECED 5830 Topics in Early Learning; Early Childhood Special Education Curriculum (3 hours)

Admission

Students who are interested in applying to this degree program should also see the Admission Section of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from an accredited baccalaureate-granting institution.
- A baccalaureate degree in early childhood education or a related field, or early childhood education certification. Individuals who do not meet these criteria may be interested in our MAT in early childhood education.
- Cumulative undergraduate GPA of 2.5 or higher.
- Essay: What motivated you to become an early childhood educator? Based on the School of Education's mission statement, the Early Childhood Education program description and candidate learning outcomes, how do you think your participation in this program will help you to accomplish your personal and professional goals?

Send all required documents to:

Office of Admission
Webster University
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Language, Literacy, and Leadership

Advancement to Candidacy (ATC)

Automatic ATC based on 12 credit hours of 3.0 GPA graduate level ECED courses.

Early Childhood Education (MAT)

This program offered by School of Education

Program Description

Students pursuing early childhood education in the MAT program study young children and their families from an ecological systems perspective. The emphasis is on the integration of knowledge of child development, relationships with families and community, developmentally appropriate practice, and the curriculum content areas.

Students learn to identify strategies to support the development of individual children and design appropriate educational plans for them. Strategies for meeting the diverse needs of all children in an inclusive environment are emphasized. Throughout this major, students explore methods of consultation and collaboration among teachers, therapist, parents, and others involved in providing services to young children.

The MA in early childhood education has been nationally recognized as an advanced degree t73 T6h3dentst thi 1 0 0 -1 0 635.?1 0 635.04400635 T44[(major, student thirning outsioint aao su thef.))dledge among tea

degrees

Teacher Certification in Early Childhood Special Education

Early childhood education MAT students may receive an added teaching certificate in early childhood special education. These students should contact the Teacher Certification advisor.

Student Internship and Apprentice Teaching

Students must also complete the following courses to earn both the MAT Early Childhood Degree and to complete certification in early childhood.

- ECED 5096 Apprentice Teaching Seminar(1 hour)
- ECED 5950 Apprentice Teaching: Primary (3 hours)

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15 for Spring placement and by February 15 for Fall placement. Applications for practicum and apprentice teaching are done through TK20. Directions are located on the School of Education website.

Admission

Students who are interested in applying to this degree program should also see the Admission Section found in the front of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from the baccalaureate-granting institution.
- Undergraduate cumulative GPA of 2.75 or higher.
- B- or greater in a college-level math course.
- B- or greater in a college-level composition course.

Send all admission materials to:

Webster University
Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119

Completed application files will be reviewed by the Language, Literacy and Leadership Department

Advancement to Candidacy (ATC)

Automatic ATC based on 12 credit hours of 3.0 GPA graduate level ECED courses.

Education and Innovation

- **Model 21st Century Work and Learning.** Educators exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. [ISTE NETS-T (2008), #3]
- **Promote and Model Global / Digital-Age Citizenship and Responsibility.** Educators understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. [ISTE NETS-T (2008), #4]
- **Engage in Professional Growth and Leadership.** Educators continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community. [ISTE NETS-T (2008), #5]
- **Develop and Demonstrate Knowledge, Skills, and Professional Dispositions To Help All Students Learn** [NCATE 3c]

Summary of Assessment Plan

The assessment plan for the MA in education and innovation will include four transition points and key assessments in courses. The key assessment standards are based on the National Educational Technology Standards for Teachers (NETS-T, 2008) and NCATE's Candidate knowledge, skills, and professional dispositions Standards #1a, #1b, #1c, #1d, #1e, #1f, #1g and #3c. The transition points in the program are:

1. Admission into the program: (a) A minimum 2.5 GPA from accredited college or university; and (b) satisfactory completion of an admissions essay describing the candidates' professional goals.
2. Prerequisite Competencies are assessed in the following courses:
 - EDUC 5001 Foundations of Global Citizenship (NETS-T 2008: 4a,b,c,d; 5a,b)
 - EDUC 5461 Curriculum and Creativity (NETS-T 2008: 1a,b,c; 2a,b,c; NCATE 3c Impact on PK-12 learners)
 - EDUC 5631 Literacies and Technology (NETS-T 2008: 3a,b,c,d)
3. EDUC 5201: Advancement to Candidacy: Students are advanced to candidacy status after: (a) successfully completing 12 credit hours of required or core courses in the program, with grades of B– or better; and (b) approval of declaration of Non-Thesis (with proposed specialization or emphasis area), or Thesis Track (with proposed Thesis topic). A student who receives one NC or two C's before advancement is dismissed. Students may not enroll for courses beyond 21 hours until both 3(a) and 3(b) above have been successfully completed.
4. An overall program competencies review is included in the capstone course (EDUC 6001 Integrated Studies in Education); and the Thesis course (EDUC 6250 Thesis). (NETS-T2008: 1d, 3d, 4a,b,c,d, 5c,d; NCATE 3c Impact on PK-12 learners)

Education and Innovation Major (Without Emphasis)

Required Courses (9 hours)

- EDUC 5001 Foundations of Global Citizenship (3 hours)
- EPSY 5461 Curriculum and Creativity (3 hours)
- EDUC 5631 Literacies and Technology (3 hours)

Specialization Area and Elective Courses (21-24 hours)

- EPSY 5800 Applied Research (Required for Thesis Track Only) (3 hours)
- Additional Electives
Elective courses include additional hours of advisor-approved graduate School of Education courses pertinent to the student's Graduate Certificate Program, specialization area, or Master's Thesis topic.

Up to 9 hours of approved transfer graduate courses from other universities or in-service courses may be included in the program (6 credit hours maximum from other universities and 6 credit hours maximum in-service courses).

Capstone or Thesis (3 hours)

- EDUC 6001 Integrated Studies in Education (For Non-Thesis Track) (3 hours)
- OR- EDUC 6250 Thesis (For Thesis Track) (3-6 hours)

TOTAL: 33 hours for Non-Thesis Track; 36 hours for Thesis Track

Emphasis in Education for Global Sustainability

The emphasis in Education for Global Sustainability (EFGS) provides professionals in education and other disciplines the knowledge, skills, and tools necessary to model and lead with the principles and practices of sustainability. The emphasis includes theory, research, and action planning for global environmental, economic, political, human rights and social justice issues in the P-12 context.

Required Courses (9 hours)

- EDUC 5001 Foundations of Global Citizenship (3 hours)
- EPSY 5461 Curriculum and Creativity (3 hours)
- EDUC 5631 Literacies and Technology (3 hours)

Emphasis Area Courses (12 hours)

Choices to be approved by program coordinator. EFGS 5000 Education for Global Sustainability is required. Candidates must have one course each in economics, environmental issues and social sustainability.

- EFGS 5000 Education for Global Sustainability (3 hours) [required]
- Additional 9 hours of EFGS courses

Additional Electives (9 hours)

Elective courses include additional hours of advisor-approved graduate School of Education courses pertinent to the student's Emphasis Area (EFGS courses and others).

Capstone or Thesis (3-6 hours)

- EDUC 6001 Integrated Studies in Education (For Non-Thesis Track)

Total: 33 hours for Non-Thesis Track

Emphasis in Positive Behavioral Interventions and Supports (PBIS)

The emphasis in PBIS is designed to provide educators with the knowledge and expertise to design, implement and evaluate individual, small group, and systematic strategies that improve social behavior and learning outcomes for K-12 students. The conceptual framework for PBIS is based in "Tiered Systems" approaches to improving academic and social outcomes for all students. This program is targeted to educators who are interested in pursuing careers as behavior specialists and/or school-wide PBIS team members or consultants.

Required Courses (9 hours)

- EDUC 5001 Foundations of Global Citizenship (3 hours)
- EDUC 5461 Curriculum and Creativity (3 hours)
- EDUC 5631 Literacies and Technology (3 hours)

Emphasis Area Courses (12 hours)

The following coursework is required for an emphasis in PBIS:

degrees

- SPED 5700 School-Based Prevention/Intervention: RTI and PBIS (3 hours)
- SPED 5701 Universal School-Wide PBIS** (3 hours)

before certification will be granted. Please check with your state's Department of Elementary and Secondary Education for certification requirements.

The student should consult the Academic Policies and Procedures section of the catalog for Webster University policies regarding course attendance; conduct; grades; academic warning, probation, and dismissal; transcripts; and diploma. Procedures for registration and drop, add, and withdrawal from a course are outlined in the Enrollment section of this catalog.

EdS students are required to demonstrate graduate level writing skills. Students who are unable to do so will be required to seek assistance for every writing assignment at Webster University's Writing Center.

The EdS program consists of a prescribed curriculum that includes coursework, internships, and a capstone course. This course includes a formal review of the student's portfolio of documented competencies or other faculty-approved methods of documenting established competencies

Program Requirements

The following are required courses for the EdS program in educational leadership:

Face-to-face program:

- LEAD 6000 Introduction to Educational Leadership* (2 hours)
- LEAD 6001 Foundations in Educational Leadership** (5 hours)
- LEAD 6002 School Administration and Resource Management** (5 hours)
- LEAD 6003 Instructional Leadership** (5 hours)
- LEAD 6004 Leadership and Collaboration** (5 hours)
- LEAD 6006 Advanced Internship (optional) (1-3 hours)
- LEAD 6007 Topics in Educational Leadership* (1-3 hours)
- LEAD 6008 Foundations in Special Education Administration* (3 hours)
- LEAD 6009 Leadership Seminar (2 hours)
- LEAD 6123 Action Research Internship Step One (2 hours)
- LEAD 6133 Action Research Internship Step Two (2 hours)
- LEAD 6134 Optional Topics for Internship I: Dispositions (2 hours)
- LEAD 6135 Optional Topics for Internship II: Diversity (2 hours)

*LEAD 6000, 6007, and 6008 may be taken as electives in other School of Education graduate programs if approved by the program advisor.

**Students may not register for LEAD 6001, 6002, 6003, or 6004 unless they are formally admitted to the EdS program or have permission from the program coordinator.

***Students must take LEAD 6123 prior to LEAD 6133.

*** Students enrolled in the Educational Leadership program must pass the appropriate Praxis/licensure exam prior to enrolling in LEAD 6009/LEAD 6121 and must have the permission of the program coordinator(s).

Online program:

- LEAD 6119 Educational Foundations of Administration (3 hours)
- LEAD 6120 Research I (2 hours)
- LEAD 6121 Portfolio Based Analysis (2 hours)
- LEAD 6122 Special Education Law (3 hours)
- LEAD 6123 Action Research Internship Step One (2 hours)
- LEAD 6124 Schools and Leadership Law (2 hours)
- LEAD 6125 Building Level Administration (3 hours)
- LEAD 6126 School Building Finance (3 hours)

- LEAD 6127 Personnel (2 hours)
- LEAD 6128 Facilities & Building Level Management (1 hour)
- LEAD 6129 Curriculum (2 hours)
- LEAD 6130 Supervision (2 hours)
- LEAD 6131 School and Community Relations (2 hours)
- LEAD 6132 Seminar in Principalship: Issues and Politics (2 hours)
- LEAD 6133 Action Research Internship Step Two (2 hours)
- LEAD 6134 Optional Topics for Internship I: Dispositions (2 hours)
- LEAD 6135 Optional Topics for Internship II: Diversity (2 hours)
- LEAD 6136 Special Education Internship (2 hours)

Program description materials providing additional information on course requirements for specific certification can be obtained from an EdS advisor.

***Students must take LEAD 6123 prior to LEAD 6133.

*** Students enrolled in the Educational Leadership (EdS) program must pass the appropriate Praxis/licensure exam prior to enrolling in LEAD 6009/LEAD 6121 and must have the permission of the program coordinator(s).

Admission

Students who are interested in applying to this degree program should also see the Admission Section of this catalog for general requirements.

Admission Requirements

Applicants to the EdS program are accepted each term. The applicant will submit the following credentials.

- Completion of a master's degree in education or a related field, such as social work, business, or communications.
- Superior academic ability at the graduate level with at least a 3.0 GPA.
- Official transcripts of previous undergraduate and graduate coursework.
- A current resume.
- At least three letters of recommendation from faculty and/or associates.
- An entry interview.
- Essay:
How will you demonstrate and hope to continue to demonstrate the dispositions of ethics, integrity, and fairness (stipulated by the ELCC and NCATE) as a future administrator?

Send all required documents to the following address:

Webster University
Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119

Completed application files will be reviewed by the Language, Literacy and Leadership Department.

Advancement to Candidacy

The student is advanced to candidacy upon the successful completion of the advancement packet. The timeline for advancing to candidacy is after successful completion of the first 6 hours and before completion of 12 hours. Completing the Advancement to Candidacy packet is the student's responsibility. The packet must be completed at this time in order for the student to continue to take courses. The advancement to candidacy information may be found online.

degrees

Program Description

Technology is integral to all teaching and learning in this global age. Technology leaders apply processes and tools to provide for professional development experiences for professional educators. The education specialist in educational technology leadership program is designed to prepare and support candidates for educational technology leadership at multiple levels: from the local school to the broader national and global contexts.

Candidates who pursue the educational specialist in technology leadership degree focus on leadership in building technology embedded learning communities and workplaces. They acquire knowledge, skills and competencies for building, facilitating and supporting technology-rich learning environments. Their experiences involve planning professional development experiences, managing facilities and organizing human and technical resources for evidence based technology integration.

This program is only offered online.

Learning Outcomes

Students completing the education specialist in technology leadership degree will be able to:

- demonstrate and model continuous growth and development of the understanding of technology operations and concepts. [TF-I]
- plan, design, and model effective learning environments, curriculum plans, authentic learning experiences and assessment / evaluation strategies that are consistent with current research and supported by technology [TF-II, III, IV]
- contribute to personal productivity, professional

degrees

Degrees



degrees

Admission

Students who are interested in applying to this degree program should also see the Admission Section of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from the baccalaureate granting institution
- Undergraduate cumulative GPA of 2.75
- Grade of B- or better in college-level mathematics
- Grade of B- or better in college-level composition

Send all required documents to the following address:

Office of Admission
Webster University
470 East Lockwood Avenue
St. Louis, MO 63119

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career. Candidates who successfully advance to candidacy have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. In the case of the MAT ATC means that a student is formally enrolled in the initial teacher certification program.

Advancement to Candidacy occurs provided that a student:

1. Completes 12 hours of graduate credit with grades of B or better (including CMAT 5000)
2. Completes Passport 1
3. Is accepted into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information)
4. Remains in good academic standing and maintains a cumulative GPA of 3.0

Candidates will be restricted from registering in further coursework until advanced to candidacy.

Environmental

12 credit hours required for the emphasis in environmental sustainability must include the following courses:

- ENMG 5400 Environmental Sustainability (3 hours)
- ENMG 5410 Environmental Ethics and Decision Making (3 hours)
- ENMG 5420 Natural Resource Management and Sustainability (3 hours)
- ENMG 5430 Energy Policy and Sustainability (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Prerequisites

The prerequisites for the program are a bachelor's degree and BUSN 5760 Applied Statistics (or 6 credit hours of undergraduate statistics).

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Finance (MS)

This program offered by Walker School of Business & Technology

Program Description

The master of science (MS) 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, with a significant focus on mergers and acquisitions, and will 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 Derivatives, Financial Statement Analysis, Investments and Portfolio Management, while students interested in pursuing careers in other fields may want to take Entrepreneurial Finance, or similar advanced topics offered by the George Herbert Walker School of Business & Technology.

This program is offered online, at the St. Louis home campus, and at select campuses in the United States and internationally. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

The MS in finance is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

1. Students can determine the value of financial assets.

2. Students can analyze the financial decisions of a corporation.
3. Students can evaluate credit and interest rate risk.

Program Curriculum

The MS in finance requires successful completion of 37 credit hours including 28 required credit hours and 9 credit hours of electives. The following courses are required for the MS in finance:

- BUSN 6070 Management Accounting (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- FINC 5000 Finance (3 hours)
- FINC 5210 Investments (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- FINC 6290 Financial Strategies (3 hours)
- WSBT 5000 Career Success for the 21st Century (1 hour)

Prerequisites:

- BUSN 5600 Accounting Theory and Practice (3 hours)
- BUSN 5620 Current Economic Analysis (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)

Note: Program prerequisites are to be completed before beginning coursework for the MS 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 a 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 37-credit-hour MS in finance.

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Forensic Accounting (MS)

This program offered by Walker School of Business & Technology

Program Description

The master of science (MS) in forensic accounting degree program is designed to provide students with the skills necessary to be successful in the growing and exciting field of forensic accounting. The curriculum for this degree includes courses in criminal and civil investigation, legal procedure, management of evidence, cyber forensics, substantive law, valuation, economic damages and internal auditing. An important element of the courses is the integration, in the course activities, of a variety of cases and role playing exercises. Another important element

degrees

is the faculty with their extensive backgrounds in forensic accounting, both from an academic and practical standpoint, who will both challenge and educate the students. Successful graduates of the program will have the ability to conduct successful investigations and be able to effectively communicate in writing and orally both in and out of the courtroom with respect to a variety of criminal and civil financial matters. Graduates of this program will be well prepared for a career in this interesting mix of accounting, investigation, valuation and law known as forensic accounting.

This program is offered at the St. Louis home campus.

The MS in forensic accounting is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

1. Students will be able to identify and apply the law, the rules of procedure and evidence and ethics that relate to forensic accounting.
2. Students will be able to identify, investigate and discover fraud and other improper accounting activities.
3. Students will be able to, orally and in writing, effectively communicate matters related to forensic accounting.

Program Curriculum

The master of science in forensic accounting requires the successful completion of 37 credit hours, including 31 required credit hours and 6 credit hours of electives. The following courses are required for the master of science in forensic accounting:

- ACCT 5000 Introduction to Forensic Accounting (3 hours)
- ACCT 5010 Legal Procedure, Substantive Law and Professional Ethics in Forensic Accounting (3 hours)
- ACCT 5100 Investigation of Financial Fraud (3 hours)
- ACCT 5150 Introduction to Cyber Forensics (3 hours)
- ACCT 5200 Business Valuation (3 hours)
- ACCT 5250 Special Topics in Litigation Accounting (3 hours)
- ACCT 5350 Analytics for Forensic Accountants (3 hours)
- ACCT 5400 Internal Auditing (3 hours)
- ACCT 5500 Case Studies in Forensic Accounting (3 hours)
- ACCT 5900 Forensic Accounting Capstone (3 hours)
- WSBT 5000 Career Success for the 21st Century (1 hour)

Admission

- Official transcripts from all of your all previously attended colleges and universities (including community colleges and summer courses)
- The applicant must have completed the BS in business administration degree or approved equivalent from an accredited institution.
- The applicant must have the following accounting courses or approved equivalent:
 - Financial Accounting
 - Managerial Accounting
 - Advanced Cost Accounting
 - Intermediate Accounting I
 - Intermediate Accounting II
 - Federal Income Tax
 - Accounting Information Systems
 - Auditing

Webster University reserves the right to modify the requirements for admission and/or graduation, the program curricula, program

dates and locations, tuition, fees, and other regulations affecting the student body.

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Gerontology (MA)

This program offered by College of Arts & Sciences

Program Description

The curriculum is designed to provide students with the skills and knowledge necessary for careers related to gerontology, which is the study of aging, in all aspects, from a behavioral and social sciences point of view. 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. Within this multidisciplinary framework, students are provided with a broad educational base concerning the impact of aging on individuals and cultures. 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. A degree in gerontology prepares you to understand and provide vital services for the older adult population, including: policy development; case management; community-based services; product design and advertising; administration; health services; human resources; and direct services such as counseling, medical, and financial planning.

Gerontology courses may be taken as electives in conjunction with other graduate programs.

This program is only offered online.

Learning Outcomes

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

- Demonstrate their knowledge of concepts related to healthy aging in terms of physical, psychological, economic, and social science domains.
- Demonstrate an integration and synthesis of theoretical approaches to healthy aging in the physical, psychological, economic, and social science domains.
- Apply scientific research to specific, real world issues.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in gerontology or the 54 credit hours required for the master of business administration (MBA) with an emphasis in gerontology must include the following courses:

- GERN 5000 Gerontology* (3 hours)

- GERN 5600 Economic Issues for Older Adults (3 hours)
- GERN 5620 Physiology of Aging (3 hours)
- GERN 5630 Psychology of Aging (3 hours)
- GERN 5640 Management of Programs for Older Adults (3 hours)
- GERN 5660 Research and Assessment in Gerontology (3 hours)
- GERN 5670 Social Science Perspectives in Gerontology (3 hours)
- GERN 6000 Integrated Studies in Gerontology (3 hours)

**Requisite course*

In addition, the student chooses the remaining required credit hours from 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.

The required courses and electives listed in this core may be taken as directed studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures.

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements.

Send all required admission materials to:

Webster University
Office of Admission
470 East Lockwood Ave.
St. Louis, MO 63119

Global MA in International Relations (GMA)

This program offered by College of Arts & Sciences

Program Description

The global master of arts (GMA) in international relations enables students to analyze the complexities and processes involved in world politics and international affairs while traveling the world. Students achieve this objective not only through coursework providing exposure to the key subfields of the discipline and relevant issues such as globalization, human rights, humanitarian action, and economic development, but also through professional seminars and experiences at five of Webster's overseas sites. Traveling in cohorts, students develop broad expertise in international relations while also earning a certificate in one of four specialized areas: Security Studies, International Development, Comparative and Regional Governance, or International Non-Governmental Organizations. This 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 PhD or an academic career at another institution.

Global Degrees

Students enrolled in Webster Global degrees achieve greater comprehension of theoretical approaches to understanding global issues, not only through traditional course work but also through lived experience in different nations, interaction with local people, and through field visits. Hence, there are several fundamental experiences that distinguish the "Global degree" from a "non-global" degree.

- A Global degree cannot be completed at one Webster University campus alone.
- A Global degree includes study at several Webster University campuses in a minimum of three different countries.
- A Global degree allows students to engage directly in various cultures and develop a global perspective that might not otherwise be achieved.
- A Global degree requires a structured rotation of students among the Webster campuses with a predefined academic curriculum for each campus.
- A Global degree allows for the movement of a cohort of students between campuses while still achieving all of the requirements for graduation.
- A Global degree is designed so that the time spent in the local culture at each Webster campus complements the academic work in the student's particular area of study.

Global degree programs have a cohort of students. They are not available for single students moving among campuses. The cohort size will be determined by the academic department offering the Global degree. The integration of location-specific highlights that enhance academic understanding is crucial to a Global degree and should be organized as a part of the student's coursework, normally in professional seminars.

Locations

Students in the global international relations program typically visit the following countries:

- Accra, Ghana
- Athens, Greece
- Bangkok, Thailand
- Beijing, China
- Geneva, Switzerland
- Havana, Cuba
- Leiden, The Netherlands
- Vienna, Austria

Students interested in this program may enroll through the St. Louis Home Campus.

For more information, visit

webster.edu/global

Learning Outcomes

Students who complete this program will be able to :

- Demonstrate working knowledge of several subfields of the discipline.
- Demonstrate strong research skills.
- Critically analyze international events and issues.
- Apply theories of international relations.
- Demonstrate effective written communication skills.
- Develop the requisite skills to seek employment.

Program Curriculum

The 36 credit hours required for the global master of arts (MA) degree in international relations must include the following courses:

degrees

- INTL 5000 Introduction to International Relations (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
- INTL 6000 Capstone in International Relations (3 hours)
- INTL 5500 Professional Seminar (4 hours)
- INTL 5555 Policy and Practice: Global Project in International Relations (2 hours)
- Two courses from the Comparative Politics Cluster (6 hours)
- Four courses from the International Politics Cluster (12 hours)
- One elective course from either the Comparative Politics or International Politics Cluster (3 hours)

Students in the Global MA in international relations normally do not have the option of completing the program through INTL 6250 Thesis. Doing so requires at least six additional credits.

Comparative Politics Cluster (2 courses):

- INTL 5050 Comparative Politics (3 hours)
- INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5580 Politics of Development (3 hours)
- INTL 5600 Area Studies (3 hours)
- INTL 5605 Topics in Comparative Politics (3 hours)
- INTL 5625 Middle East Area Studies (3 hours)
- INTL 5635 Western European Area Studies (3 hours)
- INTL 5645 Asian Area Studies (3 hours)
- INTL 5655 African Area Studies (3 hours)
- INTL 5665 South and Central Asian Area Studies (3 hours)
- INTL 5675 Central and Eastern European Area Studies (3 hours)
- INTL 5685 Latin American Area Studies (3 hours)

International Politics Cluster (4 courses)

- INTL 5400 International Political Economy (3 hours)
- INTL 5510 Theories of International Relations (3 hours)
- INTL 5530 International Law (3 hours)
- INTL 5535 International Disaster Response Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5560 U.S. Foreign Policy (3 hours)
- INTL 5590 International Security (3 hours)
- INTL 5595 Energy Security (3)
- INTL 5700 Humanitarian Issues in International Politics (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5860 Issues in International Politics (3 hours)
- INTL 5870 International Law and Politics of Outer Space (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)
- HRTS 5000 Introduction to International Human Rights (3 hours)
- INGO 5000 Introduction to International Non-Governmental Organizations (3 hours)
- INGO 5600 Principles of Negotiations (3 hours)

Approved Electives

With permission of the program director, the following courses can count toward the GMA program:

- INTB 5960 Economic Development (3 hours)
- INGO 5900 Project Management for International NonGovernmental Organizations (3 hours)
- INGO 5700 Grant Writing, Fundraising, and Development for International Non-Governmental Organizations (3 hours)

- INGO 6500 Internship in International Non-Governmental Organizations (3 hours)
- INTL 5300 Field Work (3-6 hours)
- INTL 5900 Advanced Research Methods (3 hours)

Not all of the courses listed above will be available to students at all locations. If a requisite course is waived, the student must choose an elective course from this major. D DThe required courses and electives listed in this core may be taken as directed studies, subject to the conditions stated in the Directed Studies section under Academic Policies and Procedures.

Tracks

In addition to the Global MA Degree, each cohort is organized in an informal 'track' that focuses their studies on a particular area of international relations. Courses and locations are themed to this track to allow for specialization within the program. Completing the degree requirements for a particular cohort of the GMA program will also result in earning the Certificate for that track. The Tracks are:

- Security Studies
- International Development
- Comparative and Regional Governance
- International Non-Governmental Organizations

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements.

Application deadline

- An essay of 500-700 words in response to the following question: "What does it mean to be a global citizen?"
- Two letters of recommendation which speak to the applicant's motivation, character, and ability to be successful in an intensive, 11-month graduate program that requires significant travel. One letter should come from a former or current professor/instructor. Recommendation letters should be written in narrative form and no more than one page in length. Applicants may submit recommendation letters with their application packet.
- A phone interview may be required.

In addition to the documents listed above, non-US applicants must submit an official English translation of their transcript and diploma, if applicable. Applicants whose primary language is not English must document their English language proficiency at the time of application. Refer to the Admission section of the catalog for details.

Send all admission materials to:

Office of Admission
RE: Global MA in International Relations
Webster University
470 East Lockwood Avenue
St. Louis, MO 63119

Health Care Management (MA)

This program offered by Walker School of Business & Technology

Program Description

The objective of this curriculum is to provide directors and potential directors of nursing school institutions who are already qualified, trained, and experienced, with advanced training in health care management.

This program is available only in Geneva, Switzerland, and the courses are taught in French.

The MA in health care management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of health care management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in the field health care management when analyzing complex factual situations.
- Students 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 37 credit hours required for the master of arts (MA) must include the following courses for a major/emphasis in health care management:

- HEAL 5000 Advanced Theories and Concepts in Health Care (Requisite Course) (3 hours)
- HEAL 5200 Professional Values and Ethics in Health Care (3 hours)
- HEAL 5210 Program Development in Health Care (3 hours)
- HEAL 5220 Politics and Economics of Health Care (3 hours)
- HEAL 5140 The Law and Health Services (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- HEAL 6000 Integrated Studies in Health Care (3 hours)
- WSBT 5000 Career Success for the 21st Century (1 hour)

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admission
Webster University Geneva
Route de Collex 15
CH-1293 Bellevue, Switzerland

Human Resources Development (MA)

This program offered by Walker School of Business & Technology

Program Description

The main objective of the human resources development program is to develop professionals in human resources development who

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of human resources development .
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of human resources development when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of human resources development when developing solutions to multifaceted human resources development problems in complex factual situations.

Program Curriculum

The 37 credit hours required for the master of arts (MA) or the 52 credit hours required for the master of business administration (MBA) must include the following courses for a major/emphasis in human resources development:

- HRDV 5000 Introduction to Human Resources Development (Requisite Course) (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRDV 5560 Group Development and Change (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- HRDV 5700 Career Management (3 hours)
- HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
- HRDV 6000 Integrated Studies in Human Resources Development (3 hours)
- WSBT 5000 Career Success for the 21st Century (1 hour)

In addition, the student chooses elective courses offered in this major and/or from the program curricula of other George Herbert Walker School of Business & 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 George Herbert Walker School of Business & Technology major. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions

degrees

In addition, the student chooses 9 hours of electives, to include ITM 5900, Issues in Information Technology Management, or other graduate elective courses offered in the program curricula of the George Herbert Walker School of Business & Technology majors.

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

International Business (MA)

This program offered by Walker School of Business & Technology

Program Description

The international business curriculum is designed to enable the student to examine and understand the complexities and processes involved in the international business community. Coursework provides exposure to the historical, legal, political, and economic factors that are key elements in a study of this subject. The dynamics of conducting business in an international context are examined.

This program is offered at the St. Louis home campus.

The MA in international business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

1. Graduates can demonstrate foundation knowledge in the functional areas of a global business.
2. Graduates can analyze the complexities of global businesses.
 - Graduates can identify cultural aspects, and infer how culture affects the business environment in global regions.
 - Graduates can apply administrative and managerial theories as they relate to problem solving in the global business context.
 - Graduates can select and apply appropriate tools for facilitation of international trade.
3. Graduates can select, explain, and apply strategies and tools for solving complex problems posed by managing global businesses.

Program Curriculum

The 39 credit hours required for the master of arts (MA) in international business or the 66 credit hours required for the master of business administration (MBA) with an emphasis in international business must include the following courses for the degree:

- INTB 5000 International Business (Requisite Course) (3 hours)
- INTL 5000 Introduction to International Relations (Requisite Course) (3 hours)
- BUSN 5200 Finance for Managers
or FINC 5000 Finance (3 hours)
- INTL 5400 International Political Economy (3 hours)
- INTB 5630 International Law and Business (3 hours)
- MNGT 5710 Cross-Cultural Management (3 hours)
- MRKT 5730 International Marketing (3 hours)
- BUSN 5220 Global Supply Chain Management (3 hours)
- INTB 5600 International Accounting (3 hours)
- FINC 5840 International Finance (3 hours)
- INTB 5740 Global Topics I (1 hour)
- INTB 5760 Advanced Global Topics (1 hour)
- INTB 6000 Integrated Studies in International Business (3 hours)
- WSBT 5000 Career Success for the 21st Century (1 hour)
- Elective (3 hours)

In addition, students are required to meet one of the following criteria:

1. A study-abroad course experience
2. A hybrid course experience

The student chooses 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.

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

International Human Rights (MA)

This program offered by College of Arts & Sciences

Program Description

The master of arts (MA) in international human rights takes an interdisciplinary approach to human rights in practice, utilizing the contributions of diverse fields such as international public policy, international law, global business, and international organizations to give students a broad conception of human rights practice for careers in these areas. The MA goes beyond a narrow legalistic approach: students will examine the international process of human rights protection and advocacy, including the nature of the international order, the relationship between human rights and sovereignty of states, and the problems of intervention and resource distribution. By their completion of this degree, students not only master the theoretical and conceptual aspects of the discipline of international human rights, but also acquire the necessary skills to work in the field of human rights as researchers, advocates, and project managers, among others.

Program Curriculum

Required Courses

The 36 credit hours required for the master of arts (MA) in international non-governmental organizations must include the following courses:

- INGO 5000 International Non-governmental Organizations (NGOs) (3 hours)
- INGO 5200 Research Methods and Approaches to International Non-governmental Organizations (3 hours)
- INTL 5540 International Organizations (3 hours)
- INGO 5600 Principles of Negotiation (3 hours)
- INGO 5700 Grant Writing, Fundraising and Development for International non-governmental Organizations (3 hours)
- INGO 5900 Project Management for International non-governmental Organizations (3 hours)
- INGO 6000 International Non-governmental Organizations in Theory and Practice (3 hours)
or INGO 6250 Thesis/INGO 6900 (6 hours)
- Two courses from the Issues Cluster (6 hours)
- Two courses from the Skills Cluster (6 hours)
- One additional course from either the Issues or the Skills Cluster (3 hours)

Issues Cluster (2 courses):

- INTL 5700 Humanitarian Issues in International Politics (3 hours)
- INTL 5530 International Law (3 hours)
- INTL 5400 International Political Economy (3 hours)
- INTL 5580 Politics of Development (3 hours)
- INTL 5050 Introduction to Comparative Politics (3 hours)
- INTL 5600 Area Studies (maximum of one course or 3 credit hours) (3 hours)

Skills Cluster (2 courses):

- MRKT 5000 Marketing (3 hours)
or NPLR 5020 Essentials of Marketing Resource Development in Nonprofits (3 hours)
- MNGT 5590 Organizational Behavior
or HRDV 5630 Organizational Development and Change (3 hours)
- NPLR 5210 Social Enterprise and Social Entrepreneurship (3 hours)
- INGO 5100 Finance Budgeting and Accounting)

Locations section of this catalog for a list of campuses where this program is offered.

Webster also offers a Global MA program in international relations. Learn more at the Global MA Program page (external to the catalog).

Learning Outcomes

Students who complete this program will be able to:

- Demonstrate a working knowledge of several subfields of the international relations discipline.
- Demonstrate strong research skills.
- Critically analyze international events and issues.
- Apply theories of international relations.
- Demonstrate effective written communication skills.

Program Curriculum

The 36 credit hours required for the master of arts (MA) degree in international relations must include the following courses:

- INTL 5000 Introduction to International Relations (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
- INTL 6000 Capstone in International Relations (3 hours)
or INTL 6250 Thesis* (6 hours) and INTL 6900 University Thesis Requirement (0 hours)
- Two courses from the Comparative Politics Cluster (6 hours)
- Four courses from the International Politics Cluster (12 hours)
- Additional graduate elective credit hours (9 hours)

* Students taking INTL 6250 Thesis (6 hours) must also register for INTL 6900 University Thesis Requirements (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guideline as well as depositing the thesis in the University library.

Comparative Politics Cluster (2 courses)

- INTL 5050 Comparative Politics (3 hours)
- INTL 5580 Politics of Development (3 hours)
- INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5600 Area Studies (3 hours)
- INTL 5605 Topics in Comparative Politics (3 hours)
- INTL 5625 Middle East Area Studies (3 hours)
- INTL 5635 Western European Area Studies (3 hours)
- INTL 5645 Asian Area Studies (3 hours)
- INTL 5655 African Area Studies (3 hours)
- INTL 5665 South and Central Asian Area Studies (3 hours)
- INTL 5675 Central and Eastern European Area Studies (3 hours)
- INTL 5685 Latin American Area Studies (3 hours)

International Politics Cluster (4 courses)

- INTL 5400 International Political Economy (3 hours)
- INTL 5510 Theories of International Relations (3 hours)
- INTL 5530 International Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5560 U.S. Foreign Policy (3 hours)
- INTL 5590 International Security (3 hours)
- INTL 5700 Humanitarian Issues in International Politics (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5860 Issues in International Politics (3 hours)
- INTL 5870 International Law and Politics of Outer Space (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)

International Relations Elective Courses (3 courses)

Any additional courses from the major clusters above, or any of the following:

- INTL 5300 Field Work (3-6 hours)
- INTL 5500 Professional Seminars (1-3 hours)
- INTL 5610 Non-Thesis Readings/Research (3 hours)
- INTL 5900 Advanced Research Methods* (3 hours)
- INTL 6500 Internship (3 hours)
- Any other

degrees

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Legal Studies (MA)

This program offered by College of Arts & Sciences

Program Description

The coursework for the master of arts (MA) in legal studies is designed to provide students with a broad understanding of the legal environment in which individuals, businesses, and the judiciary operate. This degree should be attractive to those individuals who need additional legal knowledge to function more effectively (for example, managers, teachers, government employees, and legal assistants)

. The program in legal studies does not prepare students for the practice of law, and its graduates are not eligible for admission to the bar.

MA degree-seeking students with a declared major in legal studies may seek, concurrently with the degree, a certificate in paralegal studies. Some of the coursework is applied toward both the degree and the certificate. Students who are interested in the certificate program should refer to Graduate Certificates.

This program is offered at the St. Louis home campus and the St. Louis Downtown (Gateway) campus.

Learning Outcomes

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

- Utilize critical thinking strategies for legal reasoning and analysis.
- Demonstrate an understanding of the Code of Professional Responsibility to guide professional behaviors and decision-making.
- Integrate the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
- Demonstrate an understanding of the essential goals of legal researching, problem solving, and logic as applied to legal writing.
- Evaluate legal information to be used in effective written communication for practical problems encountered in a legal environment.
- Analyze the significant role that legal assistants have in the legal world.
- Apply advanced legal knowledge and skills in legal practice.

Program Curriculum

The 39 credit hours required for the MA degree in legal studies

must include the following courses:

- LEGL 5000 Introduction to Legal Studies (Requisite Course) (3 hours)
- LEGL 5100 Jurisprudence (3 hours)
- LEGL 5300 Ethics for the Legal Professional (3 hours)
- LEGL 5260 Methods of Legal Research and Writing I (3 hours)

- LEGL 5270 Methods of Legal Research and Writing II (3 hours)
- LEGL 5400 Anglo-American Legal History (3 hours)
- LEGL 5450 American Constitutional Law (3 hours)
- LEGL 5470 Civil Actions (3 hours)
- LEGL 5480 Criminal Actions (3 hours)
- LEGL 5490 Advanced Topics in Law (6 hours)
- LEGL 5800 Computerized Legal Research (3 hours)
- LEGL 6000 Research and Writing Project (3 hours)

The elective requirement can be satisfied by taking LEGL 5850 Advanced Legal Writing, an additional LEGL 5490 Advanced Topics in Law course, or LEGL 5550 Legal Studies Internship.

If a substitution has been approved for a required course, the student must choose either LEGL 5850 Advanced Legal Writing or an additional LEGL 5490 Advanced Topics in Law course.

The required courses and electives listed in this core may be taken as directed studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures.

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 responsible. Paralegals or legal assistants may not provide legal services directly to the public, except as permitted by law. Webster University's St. Louis area paralegal programs have been approved by the American Bar Association.

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Management and Leadership (MA)

This program offered by Walker School of Business & Technology

Program Description

This curriculum is designed for individuals who are seeking a graduate degree with a broad general management and leadership perspective.

This program is offered online, at the St. Louis home campus, and at select U.S and international campuses. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered. (*Note: This program is titled Management at our Ft. Leavenworth, Kansas, campus.*)

The MA in management and leadership is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, concepts, principles, analytic techniques, and theories used in management and leadership.
- Students will be able to effectively apply important terminology, concepts, principles, analytic techniques, and

For further information, please contact Academic Advising, or the MBA Director.

*PLEASE NOTE: Non-Business majors (BSBA, BA Economics, BS Finance, BS Accounting) and non-BA in Management majors are also encouraged to use undergraduate elective credit during sophomore, junior, or senior years, to take MNGT 2100, ACCT 2010, ACCT 2025, ECON 2020, and ECON 2030 to fulfill the necessary pre-requisite courses for the MBA. Otherwise, any non-applicable majors applying to the MBA will also be required to complete BUSN 5000, BUSN 5600 (Accounting), and BUSN 5620 (Economics) prior to starting the MBA, or to pass qualifying waiver exams for those courses.

Program Learning Outcomes

- Students will demonstrate foundation knowledge in each of the primary functional areas of business.
- Students will be able to solve semi-structured business problems.
- Students will be able to solve unstructured business problems

General Requirements

The MBA 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. Academic policies or exceptions to policies applicable to MBA students are noted under their respective general academic policies.

Prerequisites:

- BUSN 5000 Business (3 hours)
- BUSN 5600 Accounting Theory and Practice (3 hours)
- BUSN 5620 Current Economic Analysis (3 hours)

Note: Program prerequisites are to be completed before beginning coursework for the MBA 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 more than five years prior to entering the program, the department will allow a waiver if the student demonstrates command of the content area by successfully completing a waiver examination. Prerequisite courses may not count as electives in the 37-credit-hour MBA.

The required courses in the MBA program are:

- MRKT 5000 Marketing (3 hours)
 - MNGT 5590 Organizational Behavior (3 hours)
 - BUSN 5760 Applied Business Statistics (3 hours)
 - FINC 5000 Finance (3 hours)
- (prerequisites: BUSN 5600 and BUSN 5760)*
- FINC 5880 Advanced Corporate Finance (3 hours)
(prerequisite: FINC 5000)
 - MNGT 5990 Corporate Responsibility and Society (3 hours)
 - BUSN 6070 Management Accounting (3 hours)
(prerequisites: BUSN 5600 and BUSN 5760)
 - BUSN 6110 Operations and Project Management (3 hours)
(prerequisite: BUSN 5760)
 - BUSN 6120 Managerial Economics (3 hours)
(prerequisites: BUSN 5620 and BUSN 5760)
 - BUSN 6200 Strategy and Competition (3 hours)
(prerequisites: all of the above)
 - Additional elective credit hours (6 hours)
 - WSBT 5000 Career Success for the 21st Century (1 hour)

Areas of Emphasis

Requirements for an area of emphasis in the MBA program include the MBA core (31 hours), the core requirements for the emphasis area, and any prerequisites that are required. An MBA with an emphasis requires a minimum of 49 A student may be required to complete electives to meet the minimum number of hours required. Prerequisites may be used to meet the 49 hour requirement if all emphasis courses are accounted for. Students should see an advisor for details.

Areas of emphasis for the MBA degree are:

- Business and Organizational Security Management
- Environmental Management
- Finance
- Gerontology
- Human Resources Development
- Human Resources Management
- Information Technology Management
- International Business
- International Relations
- Management and Leadership
- Marketing
- Media Communications
- Procurement and Acquisitions Management

Not all areas of emphasis are offered at every Webster University location.

The student should consult individual campuses and the MA and MBA Majors/Emphasis and Course Descriptions sections of this catalog for the locations where areas of emphasis are offered.

MBA with an Emphasis in Business and Organizational Security Management (55 credits)

The MBA with an emphasis in business and organizational management must include the following courses:

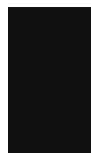
- SECR 5000 Security Management (Requisite Course) (3 hours)
- SECR 5010 Legal and Ethical Issues in Security Management (3 hours)
- SECR 5020 Security Administration and Management (3 hours)
- SECR 5030 Business Assets Protection (3 hours)
- SECR 5060 Emergency Planning (3 hours)
- SECR 5080 Information Systems Security (3 hours)
- SECR 5090 Behavioral Issues (3 hours)
- SECR 6000 Integrated Studies in Security Management (3 hours)

MBA with an Emphasis in Environmental Management (55 credits)

The MBA with an emphasis in environmental management must include the following courses:

- ENMG 5000 Environmental Science (3 hours)
- ENMG 5100 Environmental Law (3 hours)
- ENMG 5200 Environmental Regulations and Compliance Auditing (3 hours)
- ENMG 5300 Environmental Accounting (3 hours)
- ENMG 6100 Management of Land and Water Resources (3 hours)
- ENMG 6110 Management of Air Quality (3 hours)
- ENMG 6120 Waste Management and Pollution Control (3 hours)
- ENMG 6200 Environmental Risk Management and Strategies (3 hours)

degrees



degrees

- MA in International Business

MBA with an Emphasis in International Relations (58 credits)

The MBA with an emphasis in international relations must include the following courses:

- INTL 5000 Introduction to International Relations (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
- Two courses from the Comparative Politics Cluster (6 hours)
- Four courses from International Relations Cluster (12 hours)
- INTL 6000 Capstone In International Relations (3 hours)

Note: Additional INTL electives are not required for the MBA emphasis.

Comparative Politics Cluster (2 courses)

- INTL 5050 Comparative Politics (3 hours)
- INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5580 Politics of Development (3 hours)
- INTL 5600 Area Studies (3 hours)
- INTL 5605 Topics in Comparative Politics (3 hours)
- INTL 5625 Middle East Area Studies (3 hours)
- INTL 5635 Western European Area Studies (3 hours)
- INTL 5645 Asian Area Studies (3 hours)
- INTL 5655 African Area Studies (3 hours)
- INTL 5665 South and Central Asian Area Studies (3 hours)
- INTL 5675 Central and Eastern European Area Studies (3 hours)
- INTL 5685 Latin American Area Studies (3 hours)

International Politics Cluster (4 courses)

- INTL 5400 International Political Economy (3 hours)
- INTL 5510 Theories of International Relations (3 hours)
- INTL 5530 International Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5560 U.S. Foreign Policy (3 hours)
- INTL 5590 International Security (3 hours)
- INTL 5700 Humanitarian Issues in International Politics (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5860 Issues in International Politics (3 hours)
- INTL 5870 International Law and Politics of Outer Space (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)

See also:

- MA in International Relations

MBA with an Emphasis in Management and Leadership (49 credits)

The MBA with an emphasis in management and leadership must include the following courses:

- MNGT 5000 Management (Required Course) (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- MNGT 5650 Management and Strategy (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- MNGT 6000 Integrated Studies in Management (3 hours)

See also:

- MA in Management and Leadership

MBA with an Emphasis in Marketing

(61 credits)

The MBA with an emphasis in marketing must include the following courses:

- MRKT 5000 Marketing (Requisite Course) (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5730 International Marketing (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5850 Marketing Research (3 hours)
- MRKT 5890 Marketing Statistics
or BUSN 5760 Business Statistics (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- MRKT 6000 Integrated Studies in Marketing (3 hours)

See also:

- MA in Marketing

MBA with an Emphasis in Media Communications (52 credits)

The MBA with an emphasis in media communications must include the following courses:

- MEDC 5000 Media Communications (Required Course) (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5400 Media Production Management (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)
- MEDC Elective-one additional core course from MEDC electives, as determined through consultation with an academic advisor

See also:

- MA in Media Communications

MBA with an Emphasis in Procurement and Acquisitions Management (49 credits)

The MBA with an emphasis in procurement and acquisitions management must include the following courses:

- PROC 5000 Procurement and Acquisitions Management (Required Course) (3 hours)
- PROC 5810 Acquisitions Law (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5850 Logistics (3 hours)
- PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)

See also:

- MA in Procurement and Acquisitions Management
- Certificate in Government Contracting

Dual Degree Option: MBA/MHA

The MBA/MHA dual degree option requires the completion of 58* credit hours consisting of the 10 required core courses (28 credit hours) in the Master of Health Administration (MHA) and the 11 required core courses (31 credit hours) in the master of business administration (MBA), as listed in the respective sections of this catalog.

degrees

In addition, the student chooses elective courses offered in this major and/or from the program curricula of other George Herbert Walker School of Business & 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 George Herbert Walker School of Business & 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: MBA/MHA

The MBA/MHA dual degree option requires the completion of 58* credit hours consisting of the 10 required core courses (28 credit hours) in the Master of Health Administration (MHA) and the 11 required core courses (31 credit hours) in the master of business administration (MBA), as listed in the respective sections of this catalog.

Upon completion of the 58* 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.)

*NOTE: WSBT 5000 is a requirement in both the MBA and the MHA, but it is required to be taken only once under the MBA/MHA dual degree option, thereby reducing the number of overall required credit hours by 1 credit.

Admission

Students who are interested in applying to this degree program for the summer and fall 2014 semesters should see the Admission Section found in the front of this catalog for general requirements. The admission requirements detailed below will go into effect for applicants to the Spring 1 2015 term and forward.

Admission Criteria

Students applying for admission to the Master of health administration (MHA) Program must meet the admission requirements outlined below:

- A bachelor's degree from an accredited educational institution recognized by Webster University.
- An undergraduate cumulative GPA of 3.0 on a 4.0 scale or a cumulative 3.0 GPA for a minimum of 12 credit hours of graduate work.
- Applicants with an undergraduate GPA that is at least 2.5 but below 3.0 may be admitted on a conditional basis. These students must successfully complete 12 credit hours of graduate credit with a grade of B or better to advance to candidacy.
- A minimum of one year of relevant work experience.

Application Process

Students applying for admission must submit the following to the Office of Admission:

- Application for graduate study
- A non-refundable application fee of \$50
- Official transcripts from all universities and colleges attended
- One letter of recommendation supporting the applicant's petition for graduate study from a current or former employer or from a faculty member familiar with the student's work
- A resume
- A personal statement of 500 words or less describing the applicant's career goals and rationale for seeking the MHA degree

Admission materials may be submitted on line by visiting: webster.edu/apply

Admission materials may also be submitted by mail:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
admit@webster.edu
(314) 246-7800

Master of Marketing (MMkt)

This program offered by Walker School of Business & Technology

Program Description

The objective of the marketing core is to provide an opportunity for students to study the dynamic impact of the business environment and human behavior on marketing endeavors. Included in this analysis is an examination of effective marketing practices, procedures and analytical required to produce impactful marketing decisions.

This program is offered at the St. Louis home campus and at Webster's Vienna campus.

The master of marketing is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of marketing.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of marketing when analyzing complex marketing situations.
- Students will be able to effectively integrate (or synthesize) important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of marketing as demonstrated through the successful development of a marketing plan.

Program Curriculum

The 37 credit hours required for the master of marketing or the 61 credit hours required for the master of business administration (MBA) must include the following courses for a major/emphasis in marketing:

- MRKT 5000 Marketing (Requisite Course) (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5730 International Marketing (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5850 Marketing Research (3 hours)
- MRKT 5890 Marketing Statistics
or BUSN 5760 Business Statistics (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- MRKT 6000 Integrated Studies in Marketing (3 hours)
- WSBT 5000 Career Success for the 21st Century (1 hour)

Program Curriculum

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

- MEDC 5000 Media Communications (Requisite Course) (3 hours)
 - MEDC 5310 Media and Culture (3 hours)
 - MEDC 5350 Media Organization and Regulations (3 hours)
 - MEDC 5360 International Communications (3 hours)
 - MEDC 5400 Media Production Management (3 hours)
 - MEDC 6000 Seminar in Media Communications (3 hours)
 - MEDC Elective (3 hours)
- One additional core course from MEDC electives, as determined through consultation with an academic advisor

In addition to the seven core courses, students 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 School of Communications should verify prerequisites with the appropriate school or college.

MEDC 5000 Media Communications is the requisite course in the media communications program. It examines communications theory and its application to 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 or professional experience in media communications.

The required courses and electives listed 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 and the dean of the School of Communications.

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Media Literacy (MA)

This program offered by School of Communications

Program Description

The master of arts (MA) in media literacy provides students with a critical perspective that will enable them to decipher the information they receive through the channels of mass communications and to develop independent judgments about media content. This degree examines the cultural, political, and economic context of media, which affects media programming. This program requires the following courses.

degrees

Core Courses (24 credit hours)

- MEDC 5000 Media Communications (Requisite Course) (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5460 Media Research (3 hours)
- MEDC 5480 Comparative Approaches to Media Literacy (3 hours)
- MEDC 5981 Integrated Studies in Media Literacy (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)

Elective Courses

A minimum of 12 credit hours must be completed from the following with no more than 6 credit hours from the 4000-level course work:

- COMM 5340 Language Arts Seminars (approved topics only) (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5460 Curriculum Design (3 hours)
- JOUR 4500 Media Criticism for Publication (3 hours)
- MEDC 4110 Media and Digital C Research (3 hours)

Transcript Evaluation

Students must present official academic transcripts to the Teacher Certification Officer in the School of Education in order to complete an evaluation of coursework. Based on this transcript evaluation the certification officer will identify the exact number of credit hours that an MAT candidate will require to complete initial teacher certification with respect to Missouri Department of Elementary and Secondary Education (DESE) requirements. Prior coursework such as transfer courses and content area courses will be identified from the students transcripts. Using this evaluation an academic advisor in conjunction with the certification officer will prepare a personalized program of study for the student.

State Assessments

To obtain a teaching licensure in Missouri, students are required to complete a number of state assessments. State required assessments are administered by designated agencies, and students are required to pay all associated fees. All state assessments are administered in computer based format.

Students must pass the state-required Content Area Examination before Apprentice Teaching Orientation.

Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA) is required in order to obtain a recommendation for initial teacher certification from Webster University. Such recommendation must be presented to the Missouri Department of Elementary and Secondary Education (DESE) by the university in order for a candidate to earn teacher licensure in the state of Missouri.

Background Checks

Students are required to obtain various annual background checks prior to field experiences. The state requires current fingerprint clearance prior to issuing the teaching certificate.

Degree Program Requirements

The following 31 hours of courses and 13 hours of field experiences are required to earn the MAT degree in middle school education. Students are advised that initial teacher certification in middle school education (grades 5-9) may require more hours than are listed for the MAT degree program. Students must consult an advisor in order to obtain a personalized program of study.

Foundations

- CMAT 5000 Teaching in a Diverse Society (3 hours)
- SOCS 5700 Middle School History and Philosophy (3 hours)
- SOCS 5760 Middle School Curriculum & Instruction (3 hours)
- CMAT 5015 Differentiated Instruction and Assessment. (3 hours)
- EPSY 5370 Counseling **or** EPSY 5290 Family Counseling **or** COMM 5290 Interpersonal Communication (3 hours)
- EDTC 5410 In-Service Topics in Educational Technology (1 hour)

Methods

- CMAT 5170 Classroom & Behavioral Management (3 hours)
- COMM 5920 Teaching Reading & Writing in the Content Area (3 hours)
- COMM 5199 Teaching Writing (3 hours)
- COMM 5905 Reading Assessments and Interventions Grades 6 - 12 (3 hours)

Content Methods – (based on certification content area) (3 hours)

- COMM 5440 Integrated Language Arts Methods (3 hours)

- MTHT 4450 Middle School Math Methods (3 hours)
- SCIC 5010 Contemporary Strategies for Elementary & Middle School Science **or** EDUC 4580 Methods for Teaching Elementary Science (3 hours)
- SOCS 5010 Secondary Social Studies Methods (3 hours)

Clinical Experience

Practicum

- CMAT 5100 Practicum Middle School Language Arts (3 hours) **or**
- CMAT 5101 Practicum Middle School Mathematics (3 hours) **or**
- CMAT 5102 Practicum Middle School Science (3 hours) **or**
- CMAT 5103 Practicum Middle School Social Science (3 hours)

Apprentice Teaching

- CMAT 5200 Apprentice Teaching Middle School Language Arts (9 hours) **or**
- CMAT 5201 Apprentice Teaching Middle School Mathematics (9 hours) **or**
- CMAT 5202 Apprentice Teaching Middle School Science (9 hours) **or**
- CMAT 5203 Apprentice Teaching Middle School Social Science (9 hours) **and**
- CMAT 5096 Apprentice Teaching Seminar (1 hour)

Total: 44 hours

All of the above courses are necessary to meet the requirements for Missouri initial teacher certification in Middle School Education.

Other Certification Requirements

- CMAT 5505 Psychological Foundations of Education (3 hours)
- SPED 5860 Psychology of the Exceptional Child (3 hours)
- Content area courses as required for initial state certification (to be determined in consultation with advisor)

Content Areas

Students choose one of the following content areas in which to seek initial teacher certification. Students must maintain a minimum GPA of 3.0 in their content area in order to be recommended for certification.

Language Arts: 24 hours

- 3 hours of Composition
- 6 hours of American Literature
- 6 hours of World Literature
- 3 hours Modern Grammar
- 3 hours of Oral/Interpersonal Communication
- 3 hours Young Adult Literature

Mathematics: 24 hours

- 4-5 hours Calculus I (MATH 1610)
- 4-5 hours Calculus II (MATH 1620)
- 11 - 13 hours from the following (to be determined in consultation with advisor)
 - statistics
 - geometry
 - discrete mathematics

Science: 24 hours

- Biology with lab
- Chemistry with lab
- Physics with lab **or** Physical Science with lab

degrees

- Astronomy
- Environmental Science
- Physical Geology
- Meteorology

Social Science: 24 hours

- 3 hours of Economics
- 3 hours of Geography
- 3 hours American Government
- 6 hours American History (to include 18th, 19th, 20th Century)
- 6 hours World/European History
- 3 hours Young Adult Literature

Application and Eligibility to Middle School Practicum

Registration in Middle School Practicum must be approved electronically by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. Applications for practicum are completed TK20. Directions are located on the School of Education website. Late applications will not be accepted. A grade of B or higher is required for successful completion of the practicum.

degrees

ensemble for one semester, but only if they have a major role, and only if they take Opera Studio during the fall semester.)

- Electives (4 hours)
- Two Public Recitals (0 hours)
- Oral examination (0 hours)

Total: 32 hours

**Students who completed these courses as undergraduates (with grades of B or higher) may choose electives.*

Suggested Electives

- MUSC 4250, 4255 Voice Pedagogy I and II (4 hours)
- MUSC 4800 Advanced Topics in Music (2-3 hours)
- MUSC 4810 Advanced Aural Skills (2 hours)
- MUSC 4990 Opera Studio (1 hour)
- MUSC 5000 Applied Music (1-2 hours)
- MUSC 4360 Survey of Music Business (1-2 hours)

Master of Music (MM)

Orchestral Performance Emphasis

Those who anticipate careers as orchestral performers will pursue the MM in orchestral performance. This degree program permits a combination of solo, chamber, and orchestral training. Private instruction is provided by full-time and adjunct faculty artists and by members of the Saint Louis Symphony Orchestra.

degrees

Graduate Scholarships

The Department of Music offers a limited number of scholarships to graduate students based on merit. Among these are the Buder Foundation Scholarships, the James Moroney Nigh Endowed Scholarship Fund in Opera, and the TKT Jazz Scholarship. For more information, interested applicants should contact the Chair of the Department of Music. Scholarship applications are due by April 1.

Adjunct Teaching Appointments

In addition to graduate assistantships, exceptionally qualified graduate students may be considered for employment as instructors in one of the following areas: academic studies, jazz studies, orchestral instruments, piano, and voice. Employment determination is made by the Chair of the Department of Music with the Director of Graduate Studies in Music in consultation with the director of the specific academic area.

Graduate Student General Financial Aid Information

For information on non-music related sources of financial aid, including work study and loan programs, interested applicants should contact the Webster University Office of Financial Aid.

New Media Production (MA)

This program offered by School of Communications

Program Description

In the current dynamic media environment, the demand is for practitioners who are able to produce content on various digital platforms using the latest equipment and methods. This degree is designed to teach students how to succeed in that changing media environment and to give them the production skills necessary to communicate stories with impact.

The master of arts (MA) in new media production degree consists of two stackable 18 credit hour certificates. Taken together,

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Nonprofit Leadership (MA)

This program offered by Walker School of Business & Technology

Program Description

The goal of the nonprofit leadership degree is to prepare nonprofit professionals to deal with the complexities and challenges of managing a nonprofit organization in today's "new normal" business environment. The program content is designed to promote a holistic business-focused nonprofit management thinking process among students and develop real-world nonprofit business skills that emphasize both the organization's mission and the business of leading a self-sustaining nonprofit organization. Courses deliver both practical and theoretical considerations to address the needs of nonprofit professional and

Academic Warning, Probation and Dismissal

Students should refer to the **Nurse Anesthesia Resident-Faculty Handbook** for policies regarding academic warning, probation and dismissal.

Admission

Students who are interested in applying to this degree program should also see the Admission Section in this catalog for general requirements.

Admission Requirements

Requirements for admission to the nurse anesthesia program include:

- Current RN license. Out-of-state applicants must obtain a Missouri Nursing License once admitted into the program
- Bachelor's degree in nursing or a bachelor's degree in a non-nursing program from a fully accredited college plus a nursing degree. Prior coursework in organic chemistry and physics is strongly recommended
- A cumulative GPA of 3.0 on a 4.0 scale for undergraduate studies or evidence of outstanding post-graduation academic achievement
- Competitive applicants will have core science classes including organic chemistry and/or biochemistry. Physics is strongly recommended
- A minimum of one year of experience in an acute care setting as a professional registered nurse (two years preferred in an adult ICU setting)
- Current ACLS and BLS certification (PALS and CCRN certification strongly recommended)
- Accepted applicants must provide a clean drug screen
- A personal interview
- Applicants offered an interview must submit a criminal background check

Application Process

Submit the following required documents:

- A completed application may be submitted at webster.edu/apply.
- A non-refundable application fee.
- Official transcripts from all universities, colleges, and professional schools.
- A one-page cover letter explaining why you have chosen to pursue the nurse anesthesia field, including any relevant information you would like the Admissions Committee to consider regarding your qualifications as an applicant.
- A current résumé.
- Current copies of certifications: BLS, ACLS (PALS, CCRN if you have one).
- Two letters of reference that provide an assessment of professional performance, continuing education, and character traits. Request one assessment from an immediate supervisor and one from a professional
- A CRNA shadow verification form ([Download form here](#))
- Any additional supporting information you wish to include, such as copies of certifications, awards, honors, and/or publications within the past 2 years.
- A copy of your green card if you are a U.S. permanent resident.

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

- Completed application files will be reviewed by the Nurse Anesthesia Department.
- Selected students will be invited on campus for a personal interview.
- The Nurse Anesthesia Program admits up to 20 students each admission cycle.
- Students are required to submit a deposit to secure their position in the class.

Nursing (MSN)

This program offered by College of Arts & Sciences

Program Description

The master of science in nursing (MSN) is designed for registered nurses with a BSN who wish to pursue advanced knowledge necessary for the professional roles of nurse educator or nurse leader. In addition to specific courses relevant to nursing leadership or education, students take core courses in nursing theory, nursing research, policy and politics, population health, organization and systems leadership, and quality and safety. All students complete a synthesis project.

Graduates of the MSN 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 for a Nurse Leader focus or 42 credit hours for a Nurse Educator focus. Courses are scheduled in an eight-week format. The MSN is designed to be a part-time program that students can complete in three years and is available at the St. Louis campus and select St. Louis-area corporate partner sites.

Webster's MSN program is accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Road N.E., Suite 850, Atlanta, Georgia, 30326, 404-975-5000.

Learning Outcomes

Upon completion of the MSN program, students will be able to:

- Apply organizational and systems leadership skills to promote quality health care.
- Apply quality and safety principles within an organization.
- Analyze evidence and research for improvement of practice.
- Evaluate information and health care technologies to coordinate care.
- Apply knowledge of policy and advocacy strategies to influence health and health care.
- Collaborate with other health professionals to coordinate care.
- Apply prevention and population health concepts to implement culturally relevant care.
- Integrate advanced knowledge and skills in a practice role.

Program Curriculum

The following core courses must be completed for the MSN:

- NURN 5000 Theoretical Foundations of Advanced Nursing* (3 hours)
- NURN 5050 Policy and Politics in Nursing (3 hours)
- NURN 5550 Advanced Nursing Research (3 hours)
- NURN 5340 Population Health I (3 hours)
- NURN 5350 Population Health II (3 hours)
- NURN 5360 Organization and Systems Leadership (3 hours)
- NURN 5370 Quality and Safety in Healthcare (3 hours)
- NURN 6000 Integrated Studies in Nursing (3 hours)

*Requisite Course

degrees

In addition, the MSN-seeking student must complete one of the following focus areas:

Educator Focus

Students selecting this option must complete the following courses:

- NURN 5210 Instructional Methods in Nursing (3 hours)
- NURN 5220 Curriculum Development and Evaluation (3 hours)
-

acquisitions management problems in complex factual situations.

Program Curriculum

The 37 credit hours required for the master of arts (MA) or the 49 credit hours required for the master of business administration (MBA) must include the following courses for a major/emphasis in procurement and acquisitions management:

- PROC 5000 Procurement and Acquisitions Management (Requisite Course) (3 hours)
- PROC 5810 Acquisitions Law (3 hours)
- PROC 5820 Operations Management (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5850 Logistics (3 hours)
- PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)
- WSBT 5000 Career Success for the 21st Century (1 hour)

In addition, the student chooses elective courses offered in this major and/or from the program curricula of other George Herbert Walker School of Business & 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 George Herbert Walker School of Business & Technology major. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Psychology with an Emphasis in Counseling Psychology (MA)

This program offered by College of Arts & Sciences

Program Description

The mission of the MA in psychology with an emphasis in counseling psychology program is to provide its participants with the knowledge and skills necessary to become competent in counseling psychology through academic and experiential learning. The program aims at educating future psychologists who have sound knowledge of the theory and practice of counseling psychology, who are competent consumers and creative producers of social science research, who are competent in counseling practice, and who are ethical and sensitive to the cultures, values, and worlds of various clients.

Viewing research and practice as interdependent and mutually supportive, the MA in psychology with an emphasis in counseling psychology program is based on the scientist-practitioner training model. The program is committed to both (1) preparing counseling psychologists for advanced doctoral studies in

psychology and (2) providing training and experience that prepare students for practice. Its goal is to train psychologists who have a sound knowledge of the bases of counseling and psychotherapy. Adopting a multicultural perspective, the program also emphasizes the importance of multicultural competence in both research and practice.

This degree is offered at Webster's Leiden and Vienna campuses only

To qualify as a professional psychologist or psychotherapist, a student may be required to complete additional education and licensure proceedings, depending on the national requirements of the country in which he/she wishes to work. For example:

- To qualify as a professional psychologist in Austria, students must have both a bachelor and master degree in psychology. To qualify as a psychotherapist in Austria, students must complete the Propaedeutikum (to which the Webster Psychology MA courses contribute) and the Fachspezifikum.
- To qualify as a professional psychologist in The Netherlands, 635 Tm [(•)] TJ

degrees

views of various clients and thereby choose appropriate approaches.

Curriculum

48 Required Credit Hours

The 48 credit hours required to complete the MA in psychology with an emphasis in counseling psychology program are distributed as follows:

- PSYC 5000 Bases of Counseling Psychology (3 hours)
- PSYC 5100 Approaches to Counseling and Therapy (3 hours)
- PSYC 5200 Advanced Developmental Psychology (3 hours)
- PSYC 5300 Psychopathology (3 hours)
- PSYC 5400 Research Design (3 hours)
- PSYC 5500 Assessment (3 hours)
- PSYC 5600 Group Processes and Group Therapy (3 hours)
- PSYC 5700 Psychopharmacology (3 hours)
- PSYC 5800 Ethical and Legal Foundations (3 hours)
- PSYC 5900 Applied Statistics and Research Methods (3 hours)
- PSYC 6000 Special Topics in Counseling Psychology (3 hours)
- PSYC 6100 Master's Thesis (6 hours)
- PSYC 6200 Practice and Supervision (3 hours)
- PSYC 6300 Internship (6 hours)

Special Requirements

The student is subject to the policies and procedures for graduate studies found within this catalog. As stated in the academic policies and procedure guidelines, the MA in psychology with an emphasis in counseling psychology is excluded from dual major and sequential degree options. Courses in the program are available only to those admitted to the MA in psychology with an emphasis in counseling psychology program unless permission is granted by the instructor and/or the department. All non-degree seeking students must meet program prerequisites. Seek advisement for appropriate course selection.

Admission

Students who are interested in applying to this degree program should also see the Admission Section of this catalog for general requirements.

Admission Requirements

- A Bachelor's degree in psychology from a recognized university as stated in the Admission Section located at the front of this catalog or equivalent.
- A cumulative GPA of a 3.0 from the applicant's undergraduate degree granting institution
- Completion of undergraduate coursework in the following areas: (1) Introductory or General Psychology, (2) Statistics, (3) Research Methods or Experimental Psychology
- Preference in the admission process will be given for applicants demonstrating completed coursework in the following areas: (1) social psychology, (2) biological psychology, neuropsychology or physiological psychology, (3) personality theory, (4) human development or developmental psychology, (5) abnormal psychology
- Submission of a curriculum vitae that includes prior employment and related experience
- Submission of two letters of recommendation from persons familiar with applicant's professional and academic experience, and one academic reference
- A personal statement of approximately 600 words describing the applicant's academic and professional goals, and reasons for applying for the program
- Official English Language proficiency results as stated in the Admission Section found in the front of this catalog

degrees

Degrees



degrees

If candidates have extensive experience and prior graduate coursework in a specific area, advisors may approve alternatives, such as READ 5870 Supervision of Reading Programs. Students may transfer up to 6 credit hours of prior graduate work not used for another degree. A total of 33 credit hours are required for completion of the program. A sequential MA in Reading is offered as a second master's degree consisting of 21 hours of Reading coursework.

Special Reading Certification

A valid Missouri teacher's certificate and two years of classroom teaching experience are needed before Special Reading Certification, K-12, can be granted through Missouri's Department of Elementary and Secondary Education. Coursework embedded within the MA in Reading can count toward the Special Reading Certification and includes 21 hours of required coursework:

- Three reading methods courses (READ 5910; 5188; 5940) (9 hours)
- Diagnosis and correction of reading problems (READ 5950) (3 hours)
- Language acquisition and development (READ 5190) (3 hours)
- Practicum in diagnosis of reading problems (READ 5970) (3 hours)
- Practicum in remediation (READ 5980) (3 hours)

Thus, for candidates who choose this option, many of the courses in the reading major will also fulfill state requirements. Additional courses for the state certification may have been taken in the undergraduate program or can be taken at the undergraduate or graduate level at Webster. These include:

- Child Psychology (3 hours)
- Adolescent Psychology (3 hours)
- Psychology of the Exceptional Child (3 hours)
- Behavior Management Techniques (3 hours)
- Counseling Techniques (3 hours)
- Psychoeducational Assessment or Evaluation of Abilities and Achievement (3 hours)

Following admission and after an initial meeting with the coordinator of the Reading Program, students interested in pursuing Special Reading Certification should have their transcripts evaluated by the Webster University Certification Office for prior coursework. Reading faculty members serve as mentors/advisors throughout the program.

After successfully completing 12 credit hours within the major, all MA degree-seeking students are required to be advanced to candidacy.

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

School Systems, Superintendency and Leadership (EdS)

This program offered by School of Education

Vision

To develop exemplary leaders for tomorrow's world.

Mission

To provide academic rigor, pragmatic experiences and opportunities for individuals to become courageous leaders who are responsive to the diverse needs of the global community.

Goals

1. The educational leader/candidate/graduate will demonstrate and model scholarship and lifelong learning skills.
2. The educational leader/candidate/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment.
3. The educational leader/candidate/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities
4. The educational leader/candidate/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues and families.

This program is available online.

Dispositions

The manner in which an individual behaves (his or her dispositions) has a global impact. ELCC Standards stipulate three foundational dispositions that subsume all others. If one acts with integrity, fairness, and ethically then one will be able to promote success of all students in our global community.

Candidates who complete the program are prepared to be educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

- 5.1 Acts with Integrity
- 5.2 Acts Fairly
- 5.3 Acts Ethically

Program Description

The Education Specialist (EdS) provides many opportunities for those who wish to increase their knowledge and skills beyond the master's level. Coursework, action research, and internship experiences enable students to develop and demonstrate competencies required to move from a specific focus in teaching, curriculum, or support services in schools to the broader view of the educational leader in the community. The EdS program encourages educators to think outside the box, seek solutions to challenges in schooling, to make the world different, and find the courage to do what is best for all students.

Students wishing to combine the EdS program with the certification program must work with their advisor and EdS faculty to meet certification requirements and document performance. Students in the school systems superintendency and leadership major can work toward a superintendent certificate. After successful completion of state-required assessment activities, students can apply for administrative certification.

General Requirements

The EdS requires satisfactory completion of 38 credit hours of curriculum. Students seeking administrative certifications must also hold valid teacher certification for the appropriate grade level or specialty area. Students seeking an out-of-state certificate must contact their State's department of elementary and secondary education for information on requirements for administrative certificates. Some states require students to complete the entire program at one university before issuing certification. Some states also require that you must complete the entire Ed S program before certification will be granted. Please check with your state's Department of Elementary and Secondary Education for certification requirements.

The student should consult the Academic Policies and Procedures section of the catalog for Webster University policies regarding course attendance; conduct; grades; academic warning, probation, and dismissal; transcripts; and diploma. Procedures for registration and drop, add, and withdrawal from a course are outlined in the Enrollment section of this catalog.

EdS students are required to demonstrate graduate level writing skills. Students who are unable to do so will be required to seek assistance for every writing assignment at Webster University's Writing Center.

The EdS program consists of a prescribed curriculum that includes coursework, internships, and a capstone course. This course includes a formal review of the student's portfolio of documented competencies or other faculty-approved methods of documenting established competencies

Program Requirements

The following courses are required for the EdS in School Systems, Superintendent and Leadership:

- SSSL 6019 School Systems, Superintendent and Leadership: Educational Foundations (3 hours)
- SSSL 6020 Research I (2 hours)
- SSSL 6021 Research II (2 hours)
- SSSL 6022 School Systems, Superintendent and Leadership: Special Education Law and Legal Issues (3 hours)
must be taken with Internship 6136
- SSSL 6024 School Systems, Superintendent, and Leadership: Law (2 hours)
- SSSL 6025 School Systems, Superintendent and Leadership: Administration (3 hours)
- SSSL 6026 School Systems, Superintendent and Leadership: Finance/ Management (2 hours)
- SSSL 6027 School Systems, Superintendent and Leadership: Personnel Administration (2 hours)
- SSSL 6028 School Systems, Superintendent and Leadership: Facilities(1 hour)
- SSSL 6029 School Systems, Superintendent and Leadership: Curriculum (2 hours)
- SSSL 6030 School Systems, Superintendent and Leadership: Supervision (2 hours)
- SSSL 6031 Seminar in School Systems, Superintendent and Leadership: School and Community Relations (2 hours)
- SSSL 6032 Seminar in School Systems, Superintendent and Leadership: Issues/ Politics (2 hours)
- SSSL 6123 Action Research Internship Step One (2 hours)
- SSSL 6133 Action Research Internship Step Two (2 hours)
- SSSL 6134 Optional Topics for Internship I: Dispositions (2 hours)
- SSSL 6135 Optional topics for Internship II: Diversity (2 hours)
- SSSL 6136 Special Education Internship (2 hours)

Admission

Students who are interested in applying to this degree program should also see the Admission Section of this catalog for general requirements.

Admission Requirements

Applications for the School Systems, Superintendent and Leadership Program are accepted throughout the year. Students begin their program by taking SSSL 6123, which is offered each Spring and Fall semester.

The applicant will submit the following credentials to the coordinator of the EdS program:

- Completion of a master's degree in education or a related field, such as social work, business, or communications.
- Superior academic ability at the graduate level with at least a 3.0 GPA.
- Official transcripts of previous undergraduate and graduate coursework
- A current resume.
- At least three letters of recommendation from faculty and/or associates.
- An entry interview.
- Essay: How will you demonstrate and hope to continue to demonstrate the dispositions of ethics, integrity, and fairness (stipulated by the ELCC and NCATE) as a future administrator?

Send all required documents to the following address:

Webster University
Office of Admission
470 East Lockwood Avenue

St. Louis, MO 63103-1000 Phone: 314.336.8439 Fax: 314.336.8439

degrees

Learning Outcomes

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

- Compose and present written and verbal information clearly and effectively to a variety of audiences.
- Discuss the role of ethical standards in business and leadership.
- Demonstrate the ability to work in teams, resolve conflict, and lead to achieve common goals.
- Formulate the role of marketing, finance, and budgeting in the process of product development for science-based operations.
- Formulate the role intellectual property in science-based operations.
- Construct and evaluate project plans in accordance with regulatory and qualitative affairs standards for science-based operations.

Program Curriculum

The 36 credit hours required for the MS in science management and leadership must include the following courses:

- SCML 5050 Communication for Professional Science Management and Leadership (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- SCML 5590 Ethics and Social Responsibility in Science Management and Leadership (3 hours)
- PATA 5120 Foundations in Intellectual Property Law (3 hours)
- SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- SCML 5800 Project Management (3 hours)
- SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)
- SCML 6000 Practical Application in Science Management and Leadership (3 hours)

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

Dual Degree Option: MBA/SCML

The MBA/SCML dual degree option requires the completion of 46 credit hours consisting of 5 required core courses (15 credit hours) in the MS in Science Management and Leadership (SCML) and 8 required core courses (22 credit hours) in the master of business administration (MBA), one course (3 credit hours) that is a requirement for both programs, and two courses (6 credit hours) that may be taken in either program.

SCML students will substitute FINC 5000 Finance for BUSN 5200 Basic Finance for Managers. The required courses for the dual degree option are listed below.

Upon completion of the 46 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

MBA/SCML Dual Degree Curriculum

- BUSN 5760 Applied Business Statistics
- BUSN 6070 Management Accounting
- BUSN 6110 Operations and Project Management
- BUSN 6120 Managerial Economics
- BUSN 6200 Strategy and Competition
- FINC 5000 Finance
- FINC 5880 Advanced Corporate Finance
- MNGT 5590 Organizational Behavior
- MNGT 5990 Corporate Responsibility and Society

or SCML 5590 Ethics & Social Responsibility in Science Management and Leadership

- MRKT 5000 Marketing
- or SCML 5700 Marketing & Comparative Analysis for Science Management and Leadership
- PATA 5120 Foundations in Intellectual Property Law
- SCML 5050 Communication for Professional Science Management and Leadership
- SCML 5800 Project Management
- SCML 5850 Regulatory Affairs for Science Management and Leadership
- SCML 6000 Practical Application in Science Management and Leadership
- WSBT 5000 Career Success for the 21st Century

Admission

Students who are interested in applying to this degree program should also see the Admission Section of this catalog for general requirements.

Send all required documents to:

Office of Admission

Webster University

470 East Lockwood Avenue

St. Louis, MO 63119

Secondary School Education (MAT)

anis vid nd/or from the

1. Knowledgeable Learners

Candidates in the Secondary School MAT will:

- understand, demonstrate, and apply in-depth knowledge of their chosen discipline(s)
- embrace the synergy of collaborative learning
- understand how to guide students through a period of significant developmental change as emerging adults

2. Informed Instructors

Candidates in the Secondary School MAT will:

- develop curriculum and assessments based on the best educational theory, practice, research, national, state, and content standards
- motivate students to learn by implementing instruction based on the developmental needs of adolescents
- apply the best academic, social, and technological tools to address the needs of the 21st century learner

3. Reflective Collaborators

Candidates in the Secondary School MAT will:

- demonstrate collaborative skills in working with colleagues, students, and families in schools and communities to support student learning

4. Responsive Educators

Candidates in the Secondary School MAT will:

- recognize, appreciate, and respond to the needs of diverse learners based on theory and research of developmental sciences
- create a positive, productive learning community that responds to the needs of individual learners
- celebrate and integrate the talents and cultures of each student

Policies and Procedures

The candidate should consult the Academic Policies section of the catalog for Webster University policies regarding course attendance; conduct; grades; academic warning, probation, and dismissal; transcripts, and graduation. Procedures for registration and drop, add, and withdrawal from a course are outlined in the Enrollment section of this catalog.

Requirements for MAT Degree and Missouri Initial Teacher Certification in Secondary School Education (Grades 9-12)

Certification Hours

To achieve Missouri state certification in Secondary School Education, students are required to take more than 33 credit hours of courses in addition to 13 credit hours of field experiences.

Transcript Evaluation

Students must present official academic transcripts to the Teacher Certification Officer in the School of Education in order to complete an evaluation of coursework. Based on this transcript

degrees

degrees



degrees

and managing programs in the global environment of the space industry.

The space systems **acquisitions and program management** emphasis prepares individuals to handle space-related contracts and unique aspects of space systems acquisitions including software, hardware, personnel resources, budgeting, and risk mitigation.

Program Curriculum

The 40 credit hours required for the MS degree must include the following core courses for a major in space systems operations management with an emphasis in space systems engineering and technical management or with an emphasis in space systems acquisitions and program management:

Core Courses

Engineering and Technical Management

- SPSM 5000 Space Environment (Requisite Course) (3 hours)
- SPSM 5730 Space Operations Research (3 hours)
- SPSM 5740 Space Systems Dynamics-Orbital Mechanics (3 hours)
- SPSM 5750 Space Systems Engineering (3 hours)
- SPSM 5770 Space Operations Management (3 hours)
- SPSM 6000 Practical Research in Space Operations (3 hours)
- WSBT 5000 Career Success for the 21st Century (1 hour)

Acquisitions and Program Management

- SPSM 5000 Space Environment (Requisite Course) (3 hours)
- SPSM 5600 Space Systems Acquisition Law (3 hours)
- SPSM 5650 Space Systems Contracting (3 hours)
- SPSM 5730 Space Operations Research (3 hours)
- SPSM 5950 Space Systems Project Management (3 hours)
- SPSM 6000 Practical Research in Space Operations (3 hours)
- WSBT 5000 Career Success for the 21st Century (1 hour)

Five elective courses chosen from the following for either emphasis:

- SPSM 5700 Space Commanding Systems (3 hours)
- SPSM 5710 Space Communications Systems (3 hours)
- SPSM 5760 Space Bio-Astronautics (3 hours)
- SPSM 5800 GPS-Space Radio Navigation Systems (3 hours)
- SPSM 5900 Space Commercialization (3 hours)
- SPSM 5910 Space Systems Integration (3 hours)
- SPSM 5930 Space Systems Law and Policy (3 hours)
- SPSM 5940 Space Decision Support Systems (3 hours)
- SPSM 5990 Issues in Space Operations (3 hours)

In addition the student chooses two elective courses (6 credit hours) from this major or from the program curricula of other George Herbert Walker School of Business & Technology majors.

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Special Education (MA)

This program offered by School of Education

Program Description

The master of arts (MA) program with a major in special education provides practicing educators, related professionals and other qualified individuals opportunities to study and research special education practices and services. Current issues and emerging trends are explored on a global level, with a strong focus on social justice and ethical themes at the local, national and or international level. The program emphasizes developmentally oriented theory and research in the areas of cognitive and socio-emotional development, and students are expected to use this knowledge to design and promote evidence-based interventions and instructional practices to enhance pupil learning. Candidates explore opportunities for collaboration and advocacy within their educational settings that are designed to improve the quality of life of individuals with disabilities in general. The program of study recognizes the rapidly changing dimensions of special education and promotes the philosophy of integrated and inclusive learning experiences for all children and youth.

The program offers students opportunities to individualize professional development by specializing in unique area of study. The emphasis areas are designed to provide flexibility within a structured sequence of coursework. Students may choose to specialize in applied behavior analysis, inclusive education, mild/moderate disabilities, severe developmental disabilities, emotional & behavioral disorders, or Positive Behavioral Interventions & Supports (PBIS). These emphases are designed to:

- promote efforts to advocate for inclusive education for persons with disabilities.
- provide certain special educators who are currently teaching academic subjects increased expertise in teaching core academic subjects.
- offer practicing educators the learning opportunities that support teaching students with mild/moderate or severe developmental disabilities.
- lead to increased understanding of specific educational disabilities in relation to the identification, assessment and evidence-based interventions.

The master of arts in special education program does not lead to initial certification in special education. For more information about initial certification in special education (mild/moderate disabilities), please refer to the Teacher Certification section under the MAT Mild/Moderate Disabilities section in the catalog.

This program is offered online and at the St. Louis home campus.

Learning Outcomes

Graduates of this program are able to:

- analyze current issues and trends in special education on a global level.
- promote legal and ethical policy and practice that supports high quality education in inclusive settings (as is appropriate to the individual student's needs) and improves outcomes for individuals with disabilities, at a local, national, and international level.
- actively design and improve effective, evidence-based instructional, curricular, and classroom management programs on an individual, school-wide, and systems level, based on a thorough understanding of up-to-date research in cognitive, social and emotional development of students with disabilities.

degrees

- SPED 5350 Enhancing Social Competency in Children with Special Needs (3 hours)
- SPED 5331 Working with Difficult Students (3 hours)
- SPED 5220 Topics in Special Education (topic appropriate to emphasis) (3 hours)
- SPED 5280 Attention Deficit Disorder (3 hours)
- SPED 5702 Secondary Prevention: Targeted Group Interventions (3 hours)
- SPED 5315 Assessment, Evaluation, and Diagnosis of Emotional and Behavioral Disorders (may not be duplicated) (3 hours)
- SPED 5413 Assessment of Learning and Learning Problems (3 hours)*Core course requirement (3 hours)

Emphasis in Inclusive Education

The emphasis in inclusive education is designed to provide inclusion facilitators, regular and special educators at the preschool, elementary, and secondary levels, and other qualified individuals with the knowledge base, practical applications, and strategies necessary for implementing a successful inclusive education program appropriate to the diverse needs of students in today's regular classroom. This emphasis enables practicing teachers to investigate issues and examine strategies that relate to the education of all students, regardless of ability, in their local school.

The following courses are required for the area of emphasis in inclusive education:

- EDUC 5080 Planning for the Inclusive Classroom (3 hours)
- EDUC 5090 Curricular and Instructional Adaptations (3 hours)
- One SPED 5000 course (3 hours)

Emphasis in Mild/Moderate Disabilities

The emphasis in mild/moderate disabilities is intended for certified educators who are interested in developing expertise in teaching students with mild/moderate (cross-categorical) disabilities. While the emphasis does not lead to an initial teacher certificate in Mild/Moderate Disabilities, the program of study offers currently certified teachers an opportunity to acquire the foundational knowledge in preparation for an endorsement in Mild/Moderate Disabilities: Cross-Categorical.

The following coursework is required for an emphasis in mild/moderate disabilities:

- SPED 5030 Students with Mild/Moderate Disabilities (3 hours)
- SPED 5240 Psycho-educational Assessment I** (3 hours) (may substitute for SPED 5413)
- SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3 hours)

One course from:

- SPED 5250 Behavior Management for Children with Special Needs (3 hours)
- SPED 5010 Methods of Teaching Mathematics for Disabled Learners (3 hours)
- SPED 5040 Analysis and Correction of Reading Disabilities (3 hours)
- SPED 5260 Career Preparation for Students with Special Needs (3 hours)
- SPED 5300 Communicating with Families and Disabled Persons (3 hours)
- SPED 5050 Language Development for Exceptional Students (3 hours)
- SPED 5020 Assistive Technology for Students with Special Needs (2-3 hours)

- SPED 5381 Methods for Students with Mild/Moderate Disabilities II (3 hours)
- EDUC 5090 Curricular and Instructional Adaptations (3 hours)
- SPED 5320 Learning Strategies: A Cognitive Approach to Exceptional Learners (3 hours)

** Core course requirement or substitute

Emphasis in Positive Behavioral Interventions and Supports (PBIS)

The following coursework is required for an emphasis in PBIS:

- SPED 5700 School-Based Prevention/Intervention: RtI and PBIS (3 hours)
- SPED 5701 Universal School-Wide PBIS** (3 hours) (may substitute for SPED 5413)
- SPED 5702 Secondary Prevention: Targeted Group Interventions (3 hours)
- SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

** Core course requirement or substitute

Emphasis/Certification Endorsement in Severe Developmental Disabilities

The emphasis in severe developmental disabilities offers a concentrated program of study in the assessment and instruction of children and youth with severe developmental disabilities. The program builds on the knowledge base of special educators who are qualified to teach students with mild and moderate disabilities, and extends the capabilities of special educators to provide individualized and appropriate educational opportunities to all children.

In order to apply for the advanced certification endorsement program in severe developmental disabilities, the applicant must hold a valid Missouri Teacher's Certificate in Mild/Moderate Disabilities: Learning Disabilities, Mental Retardation, Behavior Disorders, Physical and Other Health Impairments, or Cross-Categorical Disabilities.

The following courses are required for an emphasis in Severe Developmental Disabilities:

- SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities and Autism** (3 hours) (may substitute for SPED 5413)
- SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3 hours)
- SPED 5313 Augmentative and Alternative Communication for Students with SDD and Autism (3 hours)
- SPED 5090 Special Education Practicum: Severe Developmental Disabilities (3 hours)

** Core course requirement or substitute

Admission

Students who are interested in applying to this degree program should also see the Admission Section of this catalog for general requirements.

Admission Requirements

Prior to admission to the program, candidates are expected to have successfully completed, with a grade of B or better, a three-credit course in the Psychology of the Exceptional Students, or its equivalent. Those applicants who have not completed this requirement, prior to admission, will be required to successfully

complete the course, or a similar overview course, in order to advance to candidacy. Students may not use the credits from the Psychology of the Exceptional Students towards graduation requirements for the MA in Special Education.

Additional requirements

- Receipt of official transcripts from the baccalaureate-granting institution
- A minimum cumulative undergraduate GPA of 2.5 on a 4.0 scale

Send all required documents to the following address:

Webster University
Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Multidisciplinary Studies.

Advancement to Candidacy

After completing 9 credit hours within a MA in special education and before twenty one (21) hours, all MA degree-seeking students with a major in special education are required to advance to candidacy. Please refer to the Advancement to Candidacy section in this catalog for other specific guidelines.

Transfer of Credit

Students may transfer no more than six (6) hours of Webster University 4000 level coursework towards the MA in special education, if the coursework did not apply towards the requirements for another degree. Students may transfer no more than six (6) credits of graduate coursework from another accredited institution of higher learning. Students may apply no more than six (6) credits of SPED 5210/SPED 5410 to satisfy the requirements of the MA. Degree. Requests to transfer credit must be approved by the special education program coordinator.

The course(s) being transferred must meet the following criteria:

- The course is required to achieve the program goals and is relevant to the student's major.
- The course carries graduate credit toward an accredited master's degree program at the sponsoring institution.
- The course was not used to fulfill requirements for another degree.
- The course must carry a grade of A, B, or Credit.
- The course must have been completed within five years before admission into the program.
- Courses taken at other colleges or universities after admission to the program and MA In-Service courses ordinarily may not be transferred for credit. Waivers would require the following:
- Prior approval by an advisor and relevant area coordinator must be granted on "prior permission form" before the course is taken.
- The course does not duplicate one offered at Webster University. (Note: This does not refer only to courses offered in the current semester, but to any similar course Webster University offers.)
- The student fills out a Request for Transfer of Credit form (available in the School of Education Office) and submits it, along with an official transcript of the course(s) being requested, to the School of Education Office. When the transfer hours have been approved and processed, the student will be notified.

Students may request approval of the transfer courses at any time after admission to the program. Approved transfer hours are not

used in evaluating advancement-to-candidacy or probation and dismissal actions.

Special Education (MAT)

This program offered by School of Education

Program Description

This is a graduate degree program designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification in Mild/Moderate Disabilities: Cross-Categorical (K-12). Coursework is specifically directed towards knowledge of characteristics of learners with special needs, assessment practices, research-based behavior and academic interventions, and inclusive practices.

This program is offered at the St. Louis home campus.

Learning Outcomes

The goal of the Special Education MAT is to cultivate graduates who are:

- knowledgeable of the history of special education, characteristics of students with disabilities, and principles and foundations underlying best practices;
- proficient in designing, adapting, and modifying effective assessment plans, instructional strategies and curricula, and/or intervention plans based on current research regarding cognitive, social, and emotional development in students with disabilities;
- reflective about their roles as educators to improve learning outcomes, and who collaborate with families and other members of the community in order to advocate for inclusive and equitable educational opportunities for persons with disabilities; and
- capable of recognizing, valuing, and responding to the unique individual abilities and differences of students with special needs.

Requirements for Missouri Initial Teacher Certification in Mild/Moderate Disabilities

Students are advised to contact Webster University's Teacher Certification Office for a transcript evaluation and information regarding teacher certification. Successful completion of a portfolio may be required prior to a recommendation for an initial teacher certification from the university to the Missouri Department of Elementary and Secondary Education. To obtain teaching licensure in Missouri, students are required to complete a number of assessments. Assessments are administered by a state designated agency and students are expected to pay for each required assessment.

Successful completion of the MAT special education degree program does not guarantee the issuance of a Missouri teacher certificate in Mild/Moderate Disabilities.

Program Curriculum

The special education MAT requires a minimum of forty (40) hours of coursework in special education, including successful completion, with a B- or better, of eight (8) hours of SPED 5091 Apprentice Teaching. Students are advised that the full initial certification in Mild/Moderate Disabilities: Cross Categorical (K-12) may require more than the forty hours required for the MAT degree.

degrees

Required Coursework

The following courses, for a total of twenty-two (22) hours, are required for the special education MAT and must be taken while in residence with Webster University:

- SPED 5091 Apprentice Teaching (8 hours)
(may be fulfilled by Credit by Examination)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- SPED 5090 Practicum: Mild/Moderate Disabilities: Cross-Categorical (2 hours)
- SPED 5030 Students with Mild/Moderate Disabilities (3 hours)
- SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3 hours)
- SPED 5381 Methods for students with Mild/Moderate Disabilities II (3 hours)
- CMAT 5000 Teaching in a Diverse Society (3 hours)

In addition to the above coursework, a minimum of twenty- one (21) semester hours of coursework from the following special education courses* are required to complete the MAT degree requirements:

- SPED 5860 Psychology of the Exceptional Student (3 hours)
- EPSY 5505 Applied Developmental and Educational Psychology** (3 hours)
- SPED 5245 Counseling for Life's Transitions (3 hours)
- SPED 5240 Psycho-educational Assessment I (3 hours)
- SPED 5050 Language Development (3 hours)
- SPED 5010 Differentiated Mathematics Instruction (3 hours)
- COMM 5960 Differentiated Reading Instruction (3 hours)
- SPED 5250 Behavior Management for Children with Special Needs (2-3 hours)
- EDUC 5080 Planning for the Inclusive Classroom (3 hours)
- EDTC 5410 In-Service Topics in Educational Technology (1 hour)

**All of the courses below are required to complete the*

- SPED 5030 Students with Mild/Moderate Disabilities (3 hours)
- SPED 5318 Global Issues in Special Education (3 hours)
- SPED 5330 Legal Issues in Special Education (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5490 Seminar in Immigrant and Refugee Experiences (3 hours)
- EDTC 5630 Advanced Topics in Classroom Technologies (3 hours)

Missouri ESOL Certification

21 credit hours

All students pursuing the Missouri ESOL Certification or the Webster TEFL Certificate will be considered degree-seeking students and will have the option to pursue one of the MA in TESL tracks within 5 years from the start of their TESL coursework.

Required courses (18 credit hours)

- TESL 5230 Second Language Acquisition (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- TESL 5350 Language and Culture (3 hours)
- TESL 5030 Language History, Planning, and Policy (3 hours)
- TESL 5040 Practicum in ESOL (3 hours)

Electives (3 credit hours)

- TESL 5311 Principles and Practices of Language Testing (3 hours)
- TESL 5710 Grammar For ESL/EFL Teachers (3 hours)
- TESL 5720 Teaching English Pronunciation (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5340 Language Arts Seminars: Teaching Language and Language Issues (3 hours)

Admission

Students who are interested in applying to this degree program should also see the Admission Section of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Non-native speakers need to pass TOEFL, paper-based score of 575 and above (International students – see graduate catalog).
- Native speakers two semesters of a foreign language (with a grade of B or better) is strongly recommended.
- Essay: Describe your teaching philosophy in terms of the kind of knowledge and values that will make a teacher a more effective English as a Second Language/English as a Foreign Language instructor.

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the Language, Literacy and Leadership Department.

Advancement to Candidacy

Students must complete 12-15 hours of core TESL coursework at the beginning of their program of study and maintain a minimum of a 3.0 GPA (B average).

Required Coursework for Advancement to Candidacy (6-9 credit hours)

- TESL 5230 - Second Language Acquisition
- TESL 5220 - Curriculum Development in Second Language Classrooms
- TESL 5139 - English for Speakers of Other Languages (ESOL) Methods

Other Coursework toward Advancement to Candidacy (3-6 credit hours)

- TESL 5350 - Language and Culture
- TESL 5030 - Language History, Planning, and Policy
- TESL 5311 - Principles and Practices of Language Testing

The candidacy requirements are the same for both the K-12 ELL Education Emphasis and the Adult Education Emphasis.

U.S. Patent Practice (MS)

This program offered by College of Arts & Sciences

Program Description

The Master of Science (MS) in U.S. Patent Practice prepares students who have a science or engineering background* 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 them to prepare and prosecute patent applications.)

In addition, the coursework is designed to help prepare students to take the Patent Agent Bar Examination.

degrees

- Understand the legal environment in which individuals, businesses, and the judiciary operate.
- Be able to apply the theory of legal research and writing to practical problems encountered in patent litigation.
- Obtain the practical knowledge needed to enter the field of patent agency well prepared to prepare and prosecute patent cases.
- Understand the rules and regulations governing the filing and prosecution of applications before the U.S. Patent and Trademark Office, including both the legal and ethical obligations of those practicing before the Office.
- Master the computer skills necessary to search for patents and find court precedent regarding various patents.
- Learn the fundamentals of intellectual property law and how it applies to patent litigation.

Program Curriculum

The 36 credit hours required for the MS degree in patent practice

must include the following courses:

- LEGL 5000 Introduction to Legal Studies (Requisite Course) (3 hours)
- PATA 5100 Introduction to Patent Law (3 hours)
- PATA 5110 Patent Research and Writing (3 hours)
- PATA 5120 Foundations in Intellectual Property Law (3 hours)
- PATA 5200 Patent Drafting (3 hours)
- PATA 5210 Patent Prosecution (3 hours)
- PATA 5300 Patent Office Ethics (3 hours)
- PATA 5310 Patent Law Regulations and Procedures (3 hours)
- PATA 5400 Patent Litigation in the Federal Courts (3 hours)
- PATA 6000 Integrated Practices in U.S. Patent Office Procedure (3 hours)

Two elective courses (6 credit hours) from the following:

- PATA 5500 Global Intellectual Property Law (3 hours)
- PATA 5510 Copyright and Trade Secret Law (3 hours)
- PATA 5520 Trademark Law (3 hours)
- PATA 5530 Ownership, Licensing, and Transfer of Intellectual Property (3 hours)
- PATA 5540 Computerized Patent Searching and Patentability (3 hours)

Successful completion of Webster's U.S. patent practice program should not be construed to imply state, local, or board certification, as only the United States Patent and Trademark Office licenses patent agents.

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Advanced New Media Production

18 Hours

This program offered by School of Communications

Program Description

The certificate in advanced new media production provides students with a mastery of techniques appropriate to achieve success in the varied multi-platform universe of today's modern workplace. This certificate is stackable with the certificate in the fundamentals of multimedia production. The certificate in the fundamentals of multimedia production must be completed before this program can be undertaken. Completion of both of these certificates would provide a student with two certificates that also equal the master of arts (MA) in new media production. The advanced new media production certificate provides students with the mastery of production basics in website construction, audio and video production and an integration of multimedia projects with social networking.

This program is offered at the St. Louis home campus.

Learning Outcomes

- Students will demonstrate proficiency on multiple digital platforms and possess multiple digital skill sets as part of a modern production process and should be able to perform those skills in a professional environment.
- Students will develop proficiency in using various media platforms as part of the storytelling process.
- Students will demonstrate a mastery of storytelling techniques.
- Students will demonstrate knowledge of various approaches to employing multimedia storytelling to the social media environment.

Requirements

Students must complete the certificate in the fundamentals of multimedia production before work may begin on this certificate program.

Students must complete 18 credit hours of course work, including all of the following courses:

- NPRO 5900 New Media Project Production (3 hours)
- NPRO 6000 New Media Thesis Project (6 hours)
-

support and intervention, and the ethical and professional guidelines needed for effective and efficacious services.

The program is designed to prepare candidates with coursework-based content knowledge and skills required to apply to sit for the Board Certified Behavior Analyst® Examination offered through the Behavior Analyst Certification Board (BACB). Successful completion of the Webster University Advanced Graduate Certificate program in Applied Behavior Analysis does not guarantee that the candidate will be approved to sit for the Board Certified Behavior Analyst® examination. Candidates who plan to apply for the Board Certified Behavior Analyst® Examination should carefully review the requirements, published by the Behavior Analyst Certification Board (www.bacb.com).

This program is offered online.

Learning Outcomes

Successful completers will:

1. Demonstrate a thorough understanding and knowledge of the concepts and principles that underlie applied behavior analysis.
2. Demonstrated a thorough understanding of the principles involved in functional behavior observation, assessment, and analysis.
3. Demonstrate a thorough understanding of the principles that govern the application of behavior analysis to alleviate the behavioral challenges and problems experienced by persons with disabilities or socio-emotional challenges.
4. Understand the ethical and legal principles and responsibilities in the application of behavior principles.
5. Master the foundational concepts and skills needed to apply to sit for the Board Certified Behavior Analyst® Examination offered through the Behavior Analyst Certification Board (BACB).

Requirements

- SPED 5900 Concepts and Principles of Behavior Analysis (3 hours)
- SPED 5901 Applied Behavior Analysis I (3 hours)
- SPED 5703 Functional Behavioral Assessment and Intervention (3 hours)
- SPED 5902 Applied Behavior Analysis II (3 hours)
- SPED 5800 Applied Research Methods (3 hours)
- SPED 5319 Disability and Ethics (3 hours)

Total number of credits: 18

Admission

Students who are interested in applying to this program should see the Admission Section of this catalog for general requirements.

Admission Requirements

- Master's Degree in Special Education, Education, Psychology, or a related behavioral science field
- Cumulative GPA of 3.0

Send all required admission materials to

Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the Multidisciplinary Studies Department.

Applied Gerontology Enhancement and Specialization

12 Hours

This program offered by College of Arts & Sciences

Program Description

The certificate in applied gerontology enhancement and specialization (AGES) is offered to those who currently work, have worked, or will work in the field of gerontology and have attained a bachelor's or master's degree. This certificate will develop and enhance the managerial and administrative skills of the practitioner and provide students with the knowledge to effectively meet the needs of the aging population in a variety of career settings.

All certificate courses must be taken at Webster University. Students enrolled in the MA degree program in gerontology are not eligible to receive the applied gerontology enhancement and specialization certificate.

This program is only offered online.

Requirements

The 12 credit hours required for the graduate certificate in applied gerontology enhancement and specialization include the following courses:

- GERN 5600 Economic Issues for Older Adults
- GERN 5640 Management of Programs for Older Adults
- GERN 5670 Social Science Perspectives in Gerontology
- GERN 5690 Issues in Gerontology*

*GERN 5690 course topics vary

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all required admission materials to

Webster University
Office of Admission
470 East Lockwood Ave.
St. Louis, MO 63119

Arts Entrepreneurship

12 Hours

This program offered by Walker School of Business & Technology

Program Description

The graduate certificate program in arts entrepreneurship at the Walker School of Business and Technology is designed to provide prospective arts entrepreneurs with knowledge, skills, and competence in [(Demons TJ / F 1 0 0 -1 0 505.444000 ckills,)]3e Business & T

one's passion for arts into a business or self-employment opportunity. It includes new product development; innovations in artistic services, channels, brands, translating aesthetics to audiences and arts business models. The courses explore how arts entrepreneurs can employ their passion and use innovation practices to function as a successful arts entrepreneur. In addition, the courses will provide a process by which an arts entrepreneur can create, nurture, launch and achieve success in a new art-related venture.

This program is offered at the St. Louis home campus.

Requirements

To complete the certificate, students must complete a total of 12 credit hours comprised of the following four courses:

- ENTR 5000 Entrepreneurship Process, Methods & Innovation (3 hours)
- ENTR 5220 Arts Entrepreneurship (3 hours)
- FINC 5860 Entrepreneurial Finance and Venture Capital (3 hours)
- ENTR 6000 Walker School Business Plan Competition (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Assessment of Learning and Cognitive Development

18 Hours

This program offered by School of Education

Program Description

The advanced graduate certificate (AGC) in assessment of learning and cognitive development emphasizes understanding the individual learner and his/her learning and cognitive growth. Students enrolled in this program acquire skills in the assessment of learning, cognitive abilities, and academic performance.

This AGC is for educators who already have a master's degree and some experience with assessment and applying psychology to education and schooling. This AGC is not designed for Missouri educator certification, but the AGC in assessment of learning and cognitive development is especially helpful for those who wish to work as assessment coordinators, educational diagnosticians, or psychoeducational testers.

ALL students Ineorcognitive development is especic3(psyertification, bu 611onaw3es tv] TJ 1 0 0 -1 0 563.04400635 Tm [(91 0gram)15b 611onaw3es tv] Ty7a

Graduate Certificates

- EPSY 5990 Identifying Giftedness in Underserved Populations (3 hours)
- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
- EPSY 6036 Psychoeducational Assessment II (3 hours)
- EPSY 6100 Practicum in Data-Based Decision-Making (may be repeated for credit) (1-2 hours)
- EPSY 6102 Practicum in Data-Based Decision-Making: Applied Statistics (1-2 hours)
- EPSY 6103 Practicum in Data-Based Decision-Making: Mental Health Services (1-2 hours)
- EPSY 6104 Practicum in Data-Based Decision-Making: Advanced Psychoeducational Assessment and Intervention (1-2 hours)
- MTHC 5390 Statistics (3 hours)
- SPED 5240 Psychoeducational Assessment I (3 hours)
- SPED 5413 Assessment of Learning and Learning Problems (3 hours)

Required course:

ESPY 6000 Advanced Graduate Certificate Project (2-3 hours)

To complete the 18-hour advanced graduate certificate, choose six hours of electives. Recommended electives are EPSY courses, SPED courses, and EDUC 5210 courses related to conferences on applied psychology (6 hours)

Admission

Students who are interested in applying to this program should see the Admission Section of this catalog for general requirements.

Admission Requirements

- Master's degree in educational psychology, special education, or related area
- Receipt of official transcripts from all post-secondary institutions
- Overall cumulative GPA of 3.0 or higher
- Essay: How do you think your participation in Webster's advanced graduate certificate program in assessment of learning and cognitive development will help you to achieve your personal and professional goals?

Send all required admission materials to

Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

- Students will design and implement a formal evaluation component for every change project they initiate or engage in.
- Students will demonstrate a commitment to performance improvement in the client system.

Requirements

The curriculum requires 12 credit hours of specialized courses in practicing change leadership, change leader self-mastery, change leader expertise in business results, and data-driven

use innovation practices to function as an entrepreneur within a firm. In addition, the courses will provide a process by which a corporate entrepreneur within a proven company can create, nurture, launch and achieve success in a new venture that is distinct from the existing company but leverages present company assets, market position, capabilities or human and material resources.

This program is offered at the St. Louis home campus.

Requirements

To complete the certificate, students must complete a total of 12 credit hours comprised of the following four three credit hour courses:

- ENTR 5000 Entrepreneurship Process, Methods & Innovation (3 hours)
- ENTR 5200 Corporate Entrepreneurship (3 hours)
- FINC 5860 Entrepreneurial Finance and Venture Capital (3 hours)
- ENTR 6000 Walker School Business Plan Competition (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Cybersecurity-Threat Detection

12 Hours

This program offered by Walker School of Business & Technology

Program Description

This certificate focuses on the knowledge and tools necessary to address the increasing demand on corporate and governmental organizations to improve the security of their "cyber content." Courses in the certificate provide an understanding of the foundation of current cybersecurity threats, the phraseology and terminology used in the sector, as well as the various roles, responsibilities and tools related to detection of cyber threats.

This program is offered online, at the St. Louis home campus, St. Louis area campuses and other U.S. campus locations. Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.

Requirements

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law & Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Digital Marketing Management

18 Hours

This program offered by Walker School of Business & Technology

Program Description

The graduate certificate in digital marketing management is for students who have a background in marketing and are interested in obtaining specific expertise in the growing field of digital marketing. Students will be equipped with the critical skills to be proficient in executing effective digital marketing strategy.

This program is offered at the St. Louis home campus.

Learning Outcomes

Students will be able to:

- Create digital marketing strategies that align with larger marketing objectives
- Critically analyze the appropriateness of each of the major digital marketing channels (i.e. paid, organic, affiliate, social, email, and mobile applications etc.) against marketing strategies
- Develop, evaluate, and execute a comprehensive digital marketing strategy and plan
- Measure and evaluate digital marketing efforts
- Describe the latest digital marketing technologies
- Articulate the ethical impact of digital marketing efforts

Requirements

The 18 hours required for this certificate include the following courses:

- MEDC 4110 Media and Digital Culture (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5740 Management of Digital Marketing / ADVT 5740 Management of Digital Marketing (cross listing) (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5750 Management of Social Media/ ADVT 5750 Management of Social Media (cross listing) (3 hours)
- MRKT 5790 Digital Marketing Strategy (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Education for Global Sustainability

18 Hours

This program offered by School of Education

Program Description

The University certificate in education for global sustainability aims to provide professionals with the knowledge, skills, and tools for transforming schools, organizations and communities toward global sustainability. To attain the certificate, students must complete 18 hours of coursework with a GPA of 3.0 or better and a B- or better in all courses. Choices for coursework in the program must be approved by the coordinator of EFGS and include the requirements below.

To receive this certificate, a student must have a recognized baccalaureate degree and meet all of the admission and acceptance criteria as outlined in the graduate program Academic Policies and Procedures. All certificate courses must be completed at Webster University.

This program is offered online and at the St. Louis home campus.

Requirements

- EFGS 5000 Education for Global Sustainability (3 hours)
- EFGS 5900 Reflections and Next Steps(0 hours)
- Electives (15 hours)

Electives

(must include at least 1-environmental, 1-economic, and 1-social equity)

Environmental (choose one)

- ENMG 5000 Environmental Science (3 hours)
(9 weeks)
- ENMG 5400 Sustainability Principles (3 hours)
(9 weeks)

Economics (choose one)

- EFGS 5740 Economics: Choices and Challenges (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- ENMG 5400 Sustainability Principles (3 hours)

(9 weeks)

Social equity (choose one)

- EDUC 5001 Foundations of Global Citizenship (3 hours)
- EFGS 5430 Sustainability Leadership: Transitions & Change (3 hours)
- EFGS 5240 Creating Sustainable Schools (3 hours)
- EDUC 5490 Seminars in Education (1-3 hours)
(needs approval)

Other electives approved by Coordinator of EFGS:

- EFGS 5220 Teaching Sustainability through Literature (3 hours)
- EFGS 5250 Child as Naturalist (3 hours)
- EFGS 5260 Topics in Sustainability (1-3 hours)
- EFGS 5410 In-Service Workshop (1-3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from a baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5.

Send all admission materials to

Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the I h W n 0.3333 G [1.N7obal

Sustainability (4 hours)

Learning Outcomes

- Students understand the evolution, components, and implementation of ERP systems.
- Students can use an ERP system and understand the integrated business processes in ERP.
- Students can configure an ERP system.
- Students can use business intelligence to formulate and analyze meaningful information from an ERP system.

Requirements

- BUSN 5250 Enterprise Systems (3 hours)
- BUSN 6160 Integrated Business Processes and ERP (3 hours)
- BUSN 6180 Configuration of ERP Systems (3 hours)
- BUSN 6330 Business Intelligence Systems (3 hours)

All courses must be taken at Webster University.

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Environmental Sustainability

12 Hours

This program offered by College of Arts & Sciences

Program Description

This certificate in environmental sustainability concentrates on the relationship between sustainability and environmental resource management to include managing economic, social, and ecological systems within and external to an organizational entity in order for it to sustain itself and the system it exists within.

All certificate courses must be taken at Webster University. Students may pursue the certificate by itself or integrate their certificate studies with their MS degree program. Students enrolled in the MS degree program in Environmental Management with an emphasis in Sustainability are not eligible.

MA in Applied Educational Psychology may need to take more credit hours than the required 24 hours of the sequential MA degree.

- b) This advanced graduate certificate (AGC) in gifted education and talent development may also be included in the EdS in applied educational psychology: school psychology as an additional AGC. It is important to note that ALL students enrolled in the EdS in applied educational psychology: school psychology are required to complete an advanced graduate certificate in the assessment of learning and cognitive development. Therefore, for the students in the EdS in applied educational psychology: school psychology program, the AGC in gifted education and talent development will be a second AGC within the EdS degree. A second AGC can be completed in 15 hours, instead of 18, because the EPSY 6000 advanced graduate certificate Project course does not need to be repeated. Students choosing to earn this additional AGC within the EdS in applied educational psychology: school psychology may need to take more credit hours than the required 38 hours of the EdS in applied educational psychology: school psychology.
- Any Webster University graduate courses taken that are not applied toward a graduate or undergraduate degree, may be counted toward the completion of an advanced graduate certificate (AGC) program provided that the courses are appropriate and relevant to that specific advanced graduate certificate.
 - All AGC coursework must have a grade of B- or better.
 - Any graduate coursework completed may not be counted to two different certificate programs.
 - Courses may not be transferred from another university into any Webster University advanced graduate certificate (AGC) program.

Choose at least one course (3 hours) from each of the following three clusters:

Cluster One: Identification and assessment of gifted and talented students

- EPSY 5970 The Gifted Learner (3 hours)
- EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (3 hours)
- EPSY 5990 Identifying Giftedness in Underserved Populations (3 hours)
- EPSY 6036 Psychoeducational Assessment II (3 hours)

Prerequisites to EPSY 6036: SPED 5240 Psychoeducational Assessment I or equivalent (3 hours), EPSY 5990 Identifying Giftedness in Underserved Populations (3 hours), and admission to the AGC program in gifted education and talent development.

Cluster Two: Social, emotional, and motivational development of gifted and talented students

- EPSY 5920 Meeting the Affective Needs of Gifted Children (3 hours)
- EPSY 5980 Motivation in the 21st century classroom (3 hours)
- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5100 Theories of Creativity: Implications for Education (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)

Cluster Three: Curriculum, instruction, and professional leadership

- EPSY 5910 Curriculum and Instruction for the Gifted (3 hours)
- EPSY 5880 Psychology of Memory, Learning, and Problem-solving (3 hours)

- EPSY 5750 Special Institute: Gifted Education and Response to Intervention (Rtl) (3 hours)
- EPSY 5940 Systems Leadership: Gifted Program Planning and Evaluation (3 hours)
- EPSY 6300 School Consultation in a Global Society (3 hours)
- EPSY 5060 Assessment and Evaluation of Academic Performance (3 hours)

Required course: EPSY 6000 Advanced Graduate Certificate Project: (3 hours)

To complete the 18-hour advanced graduate certificate, choose electives (6 hours total). In addition to the courses listed above, recommended electives are the EPSY/EDUC 5210 courses associated with conferences about gifted education, EPSY 6103 Advanced Psychoeducational Assessment and Intervention (1-2 hours), and other EPSY courses.

Note: Students enrolled in the EdS in applied educational psychology: school psychology program do not need to repeat the EPSY 6000 course and may complete this AGC in 15 hours.

Admission

Students who are interested in applying to this program should also see the Admission Section found in the front of this catalog for general requirements.

Admission Requirements

- Master's degree in educational psychology or related area.
- Satisfactory completion of admissions essay
- Overall GPA of 3.0 or better

Send all admission materials to:

Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the Multidisciplinary Studies Department.

Global Business

12 Hours

This program offered by Walker School of Business & Technology

Program Description

This certificate is designed for students or working professionals who want to deepen their understanding of global business. Students will gain an in-depth familiarity with subject matter related to the global marketplace and be exposed to international culture and business practices.

This program is offered online and at a number of campuses in the United States. Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.

Learning Outcomes

- Students can demonstrate foundation knowledge in international business.
- Graduates can identify cultural aspects and explain how culture affects the business environment in global regions.

3. Graduates can apply administrative and managerial theories as they relate to problem solving in the global business context.

Requirements

- INTB 5000 Introduction to International Business (3 hours)
- MNGT 5710 Cross Cultural Management (3 hours)
or MRKT 5730 International Marketing (3 hours)
- BUSN 5220 Global Supply Chain (3 hours)
or INTB 5600 International Accounting (3 hours)
or FINC 5840 International Finance (3 hours)
- INTB 5680 Globalization (3 hours)
or INTB 9950 Travel Course (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Government Contracting (Certificate)

18 Hours

This program offered by Walker School of Business & Technology

Program Description

The graduate certificate in government contracting program is designed for contracting practitioners new to government contracting who want to enhance their skills and understanding of contracting acquisition management. The program emphasizes both theory and practice allowing students to learn the underlying principles and use of the current tools in the field.

This program is offered at a number of extended campuses in the United States. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

Webster University, in a strategic partnership with the Defense Acquisition University (DAU), provides classes for Department of Defense (DoD) workers in the Acquisitions, Technology and Logistics workforce. **For important information regarding the certificate in government contracting program equivalencies with DAU CON courses, visit the Webster/DAU Partnership website.**

This program is offered online and at a number of campuses in the United States. Please see the Campus Locations section of this catalog for a list of campuses where this program is offered.

Requirements

The curriculum requires 18 credit hours of specialized courses in contracting, acquisitions management, pricing, negotiations, and procurement law. These government contracting certificate courses are equivalent to certain Defense Acquisition University (DAU) courses and can be used to meet the educational certification requirements of the Defense Acquisition Workforce Improvement Act (DAWIA). Specifically, the 18 credit hours

required for the graduate certificate in government contracting must include the following courses:

- PROC 5000 Procurement and Acquisitions Management (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5860 Government Contracting (3 hours)
- PROC 5870 Pricing and Contract Integration (3 hours)
- PROC 5890 Government Procurement Law (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Healthcare Leadership

18 Hours

This program offered by College of Arts & Sciences

Program Description

The healthcare leadership certificate is an 18-credit-hour program designed for those who hold leadership positions in healthcare, who have completed a bachelor's degree, and are interested in a healthcare leader focus.

The program is offered at the Geneva campus.

Requirements

The 18 credit hours required for this certificate include the following courses:

- HCLD 5410 Leadership in Healthcare (3 hours)
- HCLD 5420 Financial Issues for Healthcare Leaders (3 hours)
- HCLD 5230 Legal Issues for Healthcare Leaders (3 hours)
- HCLD 5440 Leadership in Healthcare Practicum I (3 hours)
- HRDV 5620 Interpersonal and Organizational Communications (3 hours)
- HCLD 6000 Healthcare Leader Case Studies (3 hours)

Admission

Students who are interested in applying to this program should also see the Admission Section of this catalog for general requirements.

Admission Requirements

- 2.5 grade point average
- Bachelor's degree required
- Minimum of one year of healthcare education experience
- Résumé describing scope, responsibility, and function of work experience
- Completion of application with fees
- Official transcripts
- Personal interview

Send all admission documents to:

International Development

12 Hours

This program offered by College of Arts & Sciences

Program Description

The certificate in international development gives students the opportunity to develop specialized expertise in the theories, issues, actors, problems, and solutions facing countries and other actors undergoing the development process. Coursework will expose students to development challenges posed by such issues as poverty, hunger, conflict, human rights, and sustainability. Where available, this certificate may be earned while completing the MA in international relations, GMA in international relations, or as a stand-alone graduate certificate.

Prerequisite: INTL 5000 or at least two upper-level undergraduate courses in International Relations.

Program Learning Outcomes

Upon completing this Certificate program, students will be able to:

- Identify and analyze the concepts, actors, and issues related to international development.
- Differentiate between the political, economic, and social conditions in developed and developing countries.
- Apply major theories of international relations to current and historical issues in international development.

Requirements

The 12 credit hours required for the graduate certificate in international development must include the following required course (3 hours), and three electives (9 hours):

- INTL 5580 Politics of Development (3)

Electives (9 credit hours)

Choose from the following courses:

- INTL 5400 International Political Economy (3 hours)
- INTB 5720 International Trade and Finance (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5540 International Organizations (3 hours)
- INGO 5000 Introduction to International Non-Governmental Organizations (3 hours)
- INTB 5960 Economic Development (3 hours)
- INTL 5700 Humanitarian Issues in International Politics (with development-themed sub-topic) (3 hours)
- INGO 5700 Grant Writing, Fundraising, and Development for International Non-Governmental Organizations (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all required admission materials to

Webster University
Office of Admission
470 East Lockwood Ave.

St. Louis, MO 63119

International Non-Governmental Organizations

12 Hours

This program offered by College of Arts & Sciences

Program Description

The certificate in international nongovernmental organizations (INGO) program educates students interested in understanding the nature of world affairs through the activities of NGOs around the world. The objective of this program is to develop students into INGO specialists who will have the appropriate skills for working in and with international non governmental organizations. Coursework focuses on developing skills in project management, grant writing, fundraising, negotiations and other key areas essential to the work in this field. Where available, this certificate may be earned while completing the MA in international relations, GMA in international relations, or as a stand-alone graduate certificate.

Prerequisite: INTL 5000 or at least two upper-level undergraduate courses in International Relations

This program is offered at the St. Louis home campus and at a number of international campuses.

Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.

Program Learning Outcomes

Upon completing this certificate program, students will be able to:

- Identify the theories, history, and major actors that govern the modern operations of INGOs.
- Critically analyze and evaluate the roles and activities of INGOs in international affairs.
- Evaluate the consequences of the political and moral choices of INGOs.

Requirements

The 12 credit hours required for the graduate certificate in international nongovernmental organizations must include the following required course (3 hours), and three electives (9 hours):

- INGO 5000 Introduction to Non-Governmental Organizations (3 hours)

Electives (9 credit hours)

- INGO 5100 Finance Budgeting and Accounting for International Non-Governmental Organizations (3 hours)
- INGO 5300 Human Resources and Staffing for International Non-Governmental Organizations (3 hours)
- INGO 5900 Project Management for International Non-Governmental Organizations (3 hours)
- INGO 5600 Principles of Negotiation (3 hours)

- INGO 5700 Grant Writing, Fundraising, and Development for International Non-Governmental Organizations (3 hours)
- INGO 6500 Internship in International Non-Governmental Organizations (3 hours)
- INTL 5535 - International Disaster Response Law (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all required admission materials to

Webster University
Office of Admission
470 East Lockwood Ave.
St. Louis, MO 63119

Latino Communication Leadership

18 Hours

This program offered by School of Communications

Program Description

The certificate in Latino communication leadership introduces students to the fundamental courses that are part of the master of arts (MA) in communications management and may eventually open the rest of that curricular program to them for completion. This certificate program will provide students with the fundamentals necessary to advance into management positions in various types of media organizations, with a special eye on providing students with experience and expertise on communication needs of the Latino community. Students seeking to advance into managerial positions in communication firms, especially organizations working in Latino communities, would benefit from this curricular program.

This program is only offered through the metro campus locations in **San Antonio, Orlando, and Irvine**, along with hybrid course offerings at the **Webster Groves** home campus. To qualify for this certificate program, students must be enrolled for in-person classroom offerings or hybrid courses at one of those four locations.

Learning Outcomes

Successful graduates of this certificate program will be able to:

- manage projects within a communications framework;
- communicate more effectively with upper-level management;
- work effectively in a business environment;
- present solutions to communications problems;
- work with and manage creative and technical experts;
- adapt and integrate new skills as technologies change.

Requirements

Students must complete 18 credit hours of course work, including all of the following courses:

- MEDC 5000 Media Communications (3 hours)
- MEDC 5300 Strategic Communications (3 hours)

- MEDC 5360 International Communications (3 hours)
- MEDC 5550 Topics in Media Communications (3 hours)
- INTB 5000 International Business (3 hours)
- PBRL 5323 Organizational Communications (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Latino Media

18 Hours

This program offered by School of Communications

Program Description

The certificate in Latino media introduces students to the fundamental courses that are part of the master of arts (MA) in media communications and may eventually open the rest of that curricular program to them for completion. This certificate program will provide students with a wide range of course offerings to teach students about Latino media in the United States and the evolution of media in Latin America. This certificate includes courses that move beyond the theoretical that will give students hands-on experience with preparing various communication forms designed to connect with Latino communities, including projects with aspects that touch upon the fields of journalism, public relations, promotions, and marketing. Students seeking

compleular program.

commuprogram is only offered through the metro campus locations
perso TJ /F3 8 Tf 1 0 0 -1 8.44799995 472.64400024 Tm [(persontonio)] TJ /F1 8 T

communts must complete 18 credit hours of course work, including work f the following courses:

maste] TJ 1 0 0 -1 17.00600052 6.8439400635 Tm [(maste5000 Media Commu

Graduate Certificates

Graduate Certificates

- MEDC 5715 Analyzing the Latino Media Market (3 hours)
- MEDC 5720 Latin American Issues & Media Production (3 hours)
- MEDC 5725 Media & Communication in Latin America (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Leadership in Tiered Systems of Support: RTI and PBIS

Graduate Certificates

- BIJSN 5210 Financial Management and Budgeting in Nonprofits

Online Teaching and Learning

20 Hours

This program offered by School of Education

Program Description

The online teaching and learning certificate is a 20 credit hour program designed to provide students with the tools and knowledge to work in the field of online teaching and learning. The certificate may be earned as part of the masters degree program or as a stand-alone graduate certificate.

Students seeking the graduate 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.

This program is only offered online.

Requirements

Required Courses (17 credit hours)

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5840 Designing an Online Curriculum (3 hours)
- EDTC 5820 Designing an Online Course-Part I (2 hours)
- EDTC 5825 Designing an Online Course-Part II (2 hours)
- EDTC 5830 Video Conferencing for Educators (3 hours)
- EDTC 5633 Adult Learning and Technology (2 hours)

Electives (3 credit hours- Choose one)

- EDTC 5338 Evaluating Emerging Technologies (3 hours)
- EDTC 5340 Modeling Data to Enhance Instruction (3 hours)
- EDTC 5637 Systemic Change Theory & Technology (3 hours)
- EDTC 5900 Technology, Ethics, and Society (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section found in the front of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Essay: Why are you interested in the Certificate in Online Teaching and Learning?

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the Coordinator of Educational Technology.

Transfer of Credit

No transfer credit allowed for the certificate in Online Teaching and Learning.

Paralegal Studies

24 Hours

This program offered by College of Arts & Sciences

Program Description

The certificate program in paralegal studies is designed to provide the theoretical and practical education needed by those who work or desire to work as paralegals (legal assistants). It is important to note that, at present, there is no state or federal licensure of paralegals, 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 MA degree program.

This program is offered at the St. Louis home campus and at the Gateway Campus in downtown St. Louis.

Requirements

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

- LEGL 5000 Introduction to Legal Studies (3 hours)
- LEGL 5260 Methods of Legal Research and Writing I (3 hours)
- LEGL 5270 Methods of Legal Research and Writing II (3 hours)
- LEGL 5300 Ethics for the Legal Professional (3 hours)
- LEGL 5470 Civil Actions (3 hours)
- Two LEGL 5490 Advanced Topics in Law courses (6 hours)
- LEGL 5800 Computerized Legal Research (3 hours)

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

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 responsible. Paralegals or legal assistants may not provide legal services directly to the public, except as permitted by law.

Webster University's St. Louis area paralegal programs have been approved by the American Bar Association.

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Pedagogical Coordination in the Reggio Emilia Approach

18 Hours

This program offered by School of Education

Program Description

In the Reggio Emilia approach to early childhood education, pedagogistas support teachers and help educators develop constructive learning environments.

This graduate certificate program was designed in partnership with educational leaders from Reggio Children and the internationally acclaimed Municipal Preschools and Infant Toddler Centers of Reggio Emilia, Italy. It is designed to offer an in-depth understanding of the fundamental principles and pedagogical practices of Reggio Emilia's social constructivist approach to early learning and to enable teachers to learn the role of pedagogical coordinator in schools that are inspired by this approach.

In the school system of Reggio Emilia educators and families of each school are supported by a pedagogista who could be compared to a mentor, coach and/or consultant in U.S. schools. The pedagogista supports the professional development of teachers and staff and collaborates with them to make choices and decisions about their ongoing work with children and families. The pedagogista does this by working closely with teachers to observe, document, and analyze the learning processes and experiences of children, and then draw implications for teaching and learning.

The certificate program consists of four 3-credit hour courses and two 3-credit hour pedagogical coordinator internships for a total of 18 credit hours. The four courses are offered online and internships can be completed and supervised at St. Louis partner schools or, with approval, at Reggio inspired schools in other locations. Those interested in completing internships outside the St. Louis area should inquire about this option by sending an email to deansoe@webster.edu.

Learning Outcomes

- Identify and analyze the historical, social, philosophical and psychological underpinnings and principles of the Reggio Emilia approach and educational services in relation to those of other recognized approaches to early education in the U.S. and around the world.
- Analyze systems thinking perspectives about early childhood services and the pedagogy of listening that support an interdependent community of learners (including children, teachers, families and the broader community).
- Develop and apply the skills and concepts of observation and documentation in relation to a) the pedagogy of listening, b) principles of organization of the day that support interdependence of learners and learning, c) the creation and ongoing development of learning environments, and d) the concept and practices of *progettazione*.

- Explore the role and functions of the pedagogical coordinator and demonstrate ability to carry out these functions in collaboration with teachers, children, and families from diverse cultural and economic backgrounds.

Requirements

- ECED 5750 Negotiated Learning: The Reggio Emilia Approach to Early Education (3 hours)
- ECED 5820 Creating Learning Environments (3 hours)
- ECED 5870 Expressive Languages (3 hours)
- ECED 5800 Applied Research (3 hours)
- ECED 5810 Pedagogical Internship (3 hours)
- ECED 5811 Pedagogical Internship (3 hours)

The university coursework will be totally integrated with the internship.

Admission

Admission Process:

Candidates may pursue the certificate by itself or integrate their certificate work with their MA degree in early childhood education. All candidates must have prior teaching experience and a bachelor's or master's degree in early childhood education or a closely related field. All applicants must meet the admission criteria for the MA in early childhood education

Students who are interested in applying to this certificate program should also see the Admission Section of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from the baccalaureate-granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Admission to the Early Childhood Education MA program.
- Essay: What motivated you to become an early childhood educator? Based on the School of Education's mission statement, the program description and candidate learning outcomes, how do you think your participation in this certificate program will help you accomplish your personal and professional goals?

Send all admission materials to:

Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the Language, Literacy and Leadership Department.

Project Management

12 Hours

This program offered by Walker School of Business & Technology

Program Description

This certificate delivers a series of project management courses for graduate students in either business or non-business majors. This certificate is designed to equip the students with theoretical concepts and the practical skills needed for successfully completing projects on time and within budget.

Students completing the program will gain knowledge and tools in planning, scheduling, executing, controlling, and closing projects.

This program is offered online and at various U.S. campus locations. Please see the Campus Locations section of this catalog for a full list of campuses and the programs they offer.

Requirements

- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5300 Project Procurement Management (3 hours)
- BUSN 5700 Advances in Project Management (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Send all admission materials to:

Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Science Management and Leadership

12 Hours

This program offered by College of Arts & Sciences

Program Description

The certificate program in science management and leadership is designed for professional scientists and engineers who are advancing in their career in management and leadership roles. The program aims to provide these professionals with competencies in project management, leadership, regulatory affairs, intellectual property, and marketing.

All certificate courses must be taken at Webster University. Students may pursue the certificate by itself or integrate their certificate studies with their MS degree program. Students enrolled in the MS degree program in science management and leadership are not eligible to receive the science management and leadership certificate.

This program is offered online.

Requirements

The 12 credit hours required for the graduate certificate in science management and leadership include the following courses:

Social Entrepreneurship

12 Hours

This program offered by Walker School of Business & Technology

Program Description

The graduate certificate program in social entrepreneurship at the Walker School of Business and Technology is designed to provide prospective social entrepreneurs with knowledge, skills, and competencies needed to understand, develop, analyze, and implement social entrepreneurship initiatives. Social entrepreneurship is more than just starting a not-for-profit corporation. Social entrepreneurship includes new product development; it includes innovations in services, channels and

Teaching English as a Foreign Language

21 Hours

This program offered by School of Education

Program Description

All students pursuing the the Webster TEFL certificate will be considered degree-seeking students and will have the option to pursue the MA in TESL - Adult Track within 5 years from the start of their TESL coursework

This program is offered online and at the St. Louis home campus.

See also:

- Teaching English as a Second Language (MA)

Requirements

- TESL 5230 Second Language Acquisition (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)
- TESL 5350 Language and Culture (3 hours)
- TESL 5710: Grammar for ESL/EFL Teachers
or TESL 5720: Teaching English Pronunciation (3 hours)
- TESL 5040 Practicum in ESOL (taken at the end of the program) (3 hours)

Electives (3 credit hours):

- TESL 5311 Principles and Practices of Language Testing (3 hours)
- TESL 5030 Language History, Planning, and Policy (3 hours)
- TESL 5710: Grammar for ESL/EFL Teachers (3 hours)
- TESL 5720: Teaching English Pronunciation (3 hours)
- COMM 5340 Teaching Language and Language Issues (3 hours)
- COMM 5344 Introduction to Linguistics (3 hours)
- COMM 5199 Teaching Writing (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from the baccalaureate-granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Essay: Describe your teaching philosophy in terms of the kind of knowledge and values that will make a teacher a more effective English as a Second Language/English as a Foreign Language instructor.

Send all required admission materials to

Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Teaching Globalization and History

Graduate Certificate 18 Hours

This program offered by School of Education

Program Description

The certificate in teaching globalization and history is an advanced program for social studies educators and other professionals seeking to expand their knowledge, skills and professional effectiveness in the promotion of historical consciousness and civic competence in a globalized context. The program aims to promote scholarship and pedagogy in the fields of history and historiography. It promotes the development of the global citizen-scholar-educator who models the pursuit of lifelong learning through critical study, self-reflection and active participation as informed citizen-leaders in a democratic society. The following themes are explored in this certificate program:

- Interdisciplinary, global themes and issues from historical, modern, and postmodern perspectives
- Historical trends and developments at the local, national and global levels
- Participation in voice and action in addressing global issues and problems, such as poverty, educational disparities, prejudice and discrimination, social justice, structural violence, and environmental degradation

NOTE: This certificate in teaching globalization and history does not fulfill Missouri State Department of Elementary and Secondary Education's (DESE) initial teacher certification requirements.

This program is offered online.

Learning Outcomes

Candidates in this certificate program will:

- Demonstrate content and pedagogical knowledge and competency in history and historiography as derived from the National Council for Social Studies (NCSS) Thematic Strands
- Engage in reflection and critical analysis of prevailing theories that have driven the conceptualization and teaching of the social sciences
- Demonstrate competence in historiography and historical research methodologies

Requirements

- EDUC 5001 Foundations of Global Citizenship (3 hours)
- EDUC 5631 Literacies and Technology (3 hours)
- SOCS 5600 Globalization & Education: Systemic Perspectives (3 hours)
- SOCS 5610 Interactive Explorations in History & Geography (3 hours)
- SOCS 5680 Historical Biography (3 hours)
- SOCS 5840 Comparative Educational Systems (3 hours)

Admission

Students who are interested in applying to this certificate program should see the Admission Section of this catalog for general requirements.

Admission Requirements

- Receipt of official transcripts from a baccalaureate granting institution
- Undergraduate cumulative GPA of 2.5

Send all admission materials to:

Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the Language, Literacy and Leadership Department.

Tiered Instruction and Interventions: RTI & PBIS

12 Hours

This program offered by School of Education

Program Description

This 12-hour graduate certificate program is targeted to educators and other qualified professionals who are interested in developing and participating in school-wide Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). The graduate certificate in Tiered Instruction and Interventions: RTI & PBIS is designed to provide educators with the knowledge and expertise to design, implement and evaluate individual, small group, and systemic strategies that improve academic and social outcomes for K-12 students. The conceptual framework is based in "Tiered Systems" approaches to school-wide systems of prevention and improvement. This program is targeted to educators who are interested in pursuing careers as behavior specialists and/or school-wide RTI/PBIS team members or consultants.

Coursework from the Graduate Certificate program may be applied towards the requirements of the Master of Arts in Special Education degree program.

This program is offered online.

Requirements

- SPED 5700 School-Based Prevention/Intervention: RTI and PBIS (3 hours)
- SPED 5701 Universal School-Wide PBIS (3 hours)
- SPED 5702 Secondary Prevention: Targeted Group Interventions(3 hours)
- SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

Admission

Students who are interested in applying to this program should also see the Admission Section found in the front of this catalog for general requirements.

Admission Requirements

Applicants must have a baccalaureate degree from an accredited institution of higher education and meet all of the admission and acceptance criteria as outlined in the graduate program's Academic Policies and Procedures.

Send all required admission materials to

Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the Multidisciplinary Studies Department.

Writing for Educators

18 Hours

This program offered by School of Education

Program Description

The writing for educators certificate allows educators to master teaching and assessment necessary in guiding students to develop proficiency, fluency, creativity and style in writing. It promotes the graduate students' own development in various facets of effective writing, such as writing for a purpose, for an audience, and as a creative endeavor. Courses focus on various types and styles of writing appropriate in particular contexts, so academic, creative and professional writing are explored in a variety of courses. A Webster University MA in Communication Arts with an Emphasis in Writing is also available.

This program is offered at the St. Louis home campus.

Requirements

The 18 credit hours required for the graduate certificate in Writing for Educators include the following courses which must all be taken at Webster University:

- COMM 5199 Teaching Writing
or COMM 5280 Written Communication (3 hours)
- COMM 5340 Language Arts Seminar (3 hours)
(Choose two of the following writing workshop topics courses for a total of 6 credit hours):
Creative Writing
Nature Writing
Creating Books for Young Readers
Children's Writing
- COMM 5347 Poetry Writing
or COMM 5480 Advanced Composition(3 hours)
- COMM 5520 Communication Seminars (3 hours):
Professional Writing
or Writing Across the Curriculum
- COMM 5750 Special Institute Final Writing Project (3 hours)

Admission

Students who are interested in applying for this Webster certificate program should see the Admission Section of this catalog for

Students learn the components of a professional media plan for target reach; how media buying techniques differ by target audience; and how the media sales process works. The course emphasizes the media's role in the advertising process and the media's influence on current techniques used by advertising agency media departments representing consumer and business clients with national, regional, and local needs. Students prepare a professional media plan using the principles and practices mastered throughout the course. **Prerequisite:** MNGT 3510 for undergraduate students or ADVT 5321 for graduate students

ADVT 5100 Strategic Principles of Advertising and Marketing Communications (3)

Students learn the fundamental advertising and marketing communications terms, concepts, theories, and tools (traditional and nontraditional) used to assess an organization's marketing communications situation, and derive an effective strategic plan to accomplish a client's marketing communications objectives. Topics include establishing objectives, competitive analysis, target market profile, consumer decisions-making process, brand positioning, opportunity recognition, and marketing communications plans.

ADVT 5301 Marketing Communications: Sales Promotion (3)

This course explores the full range of trade and consumer sales promotion activities and studies the application of these techniques in today's marketplace. Emphasis is placed on the comprehensive understanding of hands-on applications and the creation of a sales promotion mix for a specific product situation. **Prerequisite:** ADVT 5100

ADVT 5302 Marketing Communications: Product Publicity (3)

This course examines the creation and execution of communication plans designed to gain favorable product publicity leading to sales. Creative, planning, and execution techniques are studied, as well as the use of appropriate communication tools such as special events, sponsorships, endorsements, online services, direct mail, telemarketing, and news releases. **Prerequisite:** ADVT 5100

ADVT 5303 Marketing Communications: Merchandising and Point-of-Purchase (3)

This course examines the function of retail merchandising activities in relation to the marketing mix. Emphasis is placed on identifying the various forms and functions of retail merchandising. Students will analyze the relative effectiveness of merchandising activities in relation to the product or service the activity supports. **Prerequisite:** ADVT 5100

ADVT 5304 Marketing Communications: Direct and Internet (3)

Students are introduced to the theories and techniques employed in direct-response marketing communications, including development, execution, and analysis of a direct campaign and exposure to related traditional media such as print, broadcast, catalog, and telemarketing. The course also explores the role of new media, such as the Internet, in interactive marketing communications. **Prerequisite:** ADVT 5100

ADVT 5305 Marketing Communications: Business-to-Business (3)

This course examines marketing communications theories and practices for business-to-business products and services in contrast to consumer products and services, particularly packaged goods. Topics include market analysis, target identification,

planning, and budgeting for communications with customers, suppliers, and intermediaries. **Prerequisite:** ADVT 5100

ADVT 5321 Advertising Decision-Making (3)

This course examines case studies that cover decision making in all aspects of advertising management: target and audience identification, strategic planning, objective setting, creative strategy, media planning, budgeting, research, and agency/client relationships. **Prerequisites:** ADVT 5100

ADVT 5341 Writing for Advertising (3)

This course examines alternative creative strategies used to solve specific advertising problems, develops strategies for particular situations, and brainstorms creative concepts. The student adapts writing styles to specific advertising situations, product categories, and media. **Prerequisite:** MEDC 5000 and ADVT 5321

ADVT 5410 Fundamentals of Branding (3)

The course introduces students to the components of building and maintaining successful brands. The course emphasizes fundamental concepts including: brand identity, positioning strategies, value propositions, brand essence, brand personality, and brand relation structure. Students will construct and maintain a clear brand narrative and learn to manage the evolution of a brand over time. The course will include non-traditional media and how to craft brand strategy using these new communications channels. **Prerequisite:** MEDC 5000

ADVT 5420 Account Planning & Consumer Insight (3)

The course introduces students to the theory and practice of account planning for advertising and integrates the analysis of consumer insights into the planning process for the development of breakthrough advertising. Students will study the foundational literature of account planning and will engage in a hands-on planning process. **Prerequisite:** MEDC 5300 or ADVT 5321

ADVT 5440 Media Buying and Market Analysis (3)

This course focuses on the use of qualitative and quantitative research methods used to determine which media are best suited for purchase in an advertising campaign. Market research is combined with print and electronic media analysis using mathematical models and syndicated resources. Topics included are ratings for electronic media, circulation of print media, and techniques for evaluating inter-media plans as part of marketing and advertising strategies. **Prerequisite:** ADVT 5321

ADVT 5501 Creative Planning and Strategy (3)

This course emphasizes the importance of critical thinking in the planning and development of message strategy for advertising and other marketing communications tools. Class discussions explore the decision making process and development of criteria for evaluation of alternative message strategies. Emphasis is also placed on the relationship between strategy and tactics. Students must be prepared to present and defend their positions. **Prerequisites:** MEDC 5000 and ADVT 5321

ADVT 5502 Multinational Advertising (3)

This course focuses on the major components in the process of developing multinational advertising programs/campaigns, including client-agent structure, audience identification and segmentation, objective setting, media strategy, creative strategy, research, and budgeting. Each of these steps must be considered within the context of different cultural, political, and legal environments. **Prerequisite:** ADVT 5321

ADVT 5550 Topics in Advertising/Marketing Communications (3-6)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of advertising and marketing communications. Topics are timely and of interest to professionals currently working in or pursuing advertising and marketing communications-related careers. **Prerequisites may vary with the topic.** This course may be repeated once for credit if content differs and is appropriate for the student's course of study.

AMLD - Arts Management and Leadership

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 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)

AUDI - Audio Production

AUDI 5220 Podcast Production and Promotion (3)

Students learn to operate audio equipment, gain critical listening skills, and learn the audio requirements of new media. The course will stress online and social media applications for media and how students can acquire the fundamentals for working with audio for use in the modern digitized workplace. Students will learn the basics of telling stories with strong audio components and will learn how to create them with advanced audio software. The course combines theory and practice. **Prerequisites:** NPRO 5000

BIOL - Biology

BIOL 5200 Advanced Anatomy and Physiology I, includes lab experience (3)

Provides the student an opportunity to build upon basic knowledge of the anatomy and physiology of cells, tissues, and blood, as well as knowledge of the musculoskeletal, neuroendocrine, and respiratory systems, and that knowledge's applicability to anesthesia and acute care. A review of cell physiology is followed by in-depth analysis of muscular, nervous, and circulatory systems. Gross anatomy includes study of head and neck, and thorax. The student engages in critical thinking regarding the effects of anesthetics on physiologic functions and their relation to the client's state of health/wellness as it interacts with the culturally diverse population of the twenty-first century. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5250 Biostatistics for Nurse Anesthesia (3)

A basic introduction to the use of statistics in nurse anesthesia. Topics covered include: descriptive statistics, probability, sampling estimation, t-and Z-tests, chi-square tests, and one-way analysis of variance and regression analysis. Computers will be used for some computation analysis. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5300 Advanced Anatomy and Physiology II, includes lab experience (3)

Provides the student an opportunity to continue building upon basic knowledge of the anatomy and physiology of the cardiovascular, digestive, hepatic, reproductive, and renal systems, with particular reference to anesthesia and acute care management. An in-depth analysis will be made of the cardiovascular system. The student thinks critically regarding the effects of anesthesia on normal physiologic functions of the cardiovascular and renal systems. Continuation of gross anatomy study of thorax and abdominal and pelvic regions. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5320 Advanced Anatomy and Physiology III, includes lab experience (3)

This course is a continuation of Anatomy and Physiology II. It continues to explore the topics of the cardiovascular, digestive, hepatic, reproductive, and renal systems, with particular reference to anesthesia and acute care management. An in-depth analysis will be made of the cardiovascular system. The student thinks critically regarding the effects of anesthesia on normal physiologic functions of the cardiovascular and renal systems. Continuation of gross anatomy study of thorax and abdominal and pelvic regions. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 5400 Introduction to Anesthesia (3)

This is the first course in anesthesia designed to introduce the student to the basic professional aspects of nurse anesthesia practice including professional development and ethical, social, and legal issues. Introduction to the field of anesthesia also includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, historical perspectives, and specialties in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for pre-anesthetic assessment, and analyzing physiological principles. This course includes state-of-the-art computer simulation to assist in developing the initial skills required for administering anesthesia. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings. This course includes a multi-day orientation to clinical experiences. **Prerequisite:** Enrollment in the nurse anesthesia program.

medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Co-requisite:** BIOL 5570. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6290 Clinical Experience VIII Intermediate Level

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in routine as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic, and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional techniques and ultrasound guided regional techniques, as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units, and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Co-requisite:** BIOL 5590. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6300 Epidemiology/Models in Clinical Research (1)

Presents an introduction to principles, methods, and uses of epidemiology. Distribution of populations at high risk, surveillance of health status, planning, evaluation of census, vital data, and health statistics as baseline indices of health status at community, state, and national levels will be presented. Attention will be given to determine the relevance of the findings of epidemiological studies to the clinical practice of anesthesia to individuals, families, groups, and communities.

BIOL 6310, 6320, 6330, 6340, 6350, and 6360 Research/Thesis Project I, II, III, IV, V, VI (1 credit hour each)

The design of this course is progressive, culminating in a master's thesis/research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project, and developing presentation of data from the research. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6370 Research/Thesis Project VII (1)

The design of this course is progressive, culminating in a master's thesis/research project. The course offers the student the opportunity to do research under the direction of a member of the Webster University faculty. The student will begin with a proposal and progress through research project and design, literature search, implementation of the research project, and developing presentation of data from the research. **Prerequisites:** BIOL 6310, 6320, 6330, 6340, 6350, and 6360; enrollment in the nurse anesthesia program.

BIOL 6380 Research/Thesis Project VIII

The design of this course is progressive, culminating in a master's thesis/research project. The course offers the student the opportunity to do research under the direction of a member of the Webster University faculty. The student will begin with a proposal and progress through research project and design, literature search, implementation of the research project, and developing presentation of data from the research. **Prerequisites:** BIOL 6310, 6320, 6330, 6340, 6350, 6360, and 6370; enrollment in the nurse anesthesia program.

BIOL 6420 Clinical Experience IX Advanced Level

Clinical experiences at the advanced level continue to be supervised, but the nurse anesthesia resident is expected

to demonstrate increasing autonomy and utilize appropriate critical thinking and decision-making skills in the management of all classifications of patients from ASA I-V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination. **Co-requisite:** BIOL 5960. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6430 Clinical Experience X Advanced Level

Clinical experiences at the advanced level continue to be supervised, but the nurse anesthesia resident is expected to demonstrate increasing autonomy and utilize appropriate critical thinking and decision-making skills in the management of all classifications of patients from ASA I-V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination. **Co-requisite:** BIOL 6050. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6440 Clinical Experience XI Advanced Level

Clinical experiences at the advanced level continue to be supervised, but the nurse anesthesia resident is expected to demonstrate increasing autonomy and utilize appropriate critical thinking and decision-making skills in the management of all classifications of patients from ASA I-V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination. **Co-requisite:** BIOL 6160. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6450 Clinical Experience XII Advanced Level

Clinical experiences at the advanced level continue to be supervised, but the nurse anesthesia resident is expected to demonstrate increasing autonomy and utilize appropriate critical thinking and decision-making skills in the management of all classifications of patients from ASA I-V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination. **Co-requisite:** BIOL 6260. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6460 Neuroendocrinology (3)

Covers the principles of hormonal regulation. Special attention to hormonal mechanisms and action and feedback will be studied. The relationship between the endocrine system and the nervous system will be emphasized regarding receptors related to anesthesia. **Prerequisite:** Enrollment in the nurse anesthesia program.

BIOL 6500 Immunology (2)

Covers the structure and function of leukocytes and the classification of antibodies. The principles of immunosuppression and the mechanism of the immune response will be studied for the perianesthetic period. **Prerequisite**

BUSN 6050 Macroeconomic Analysis (3)

The course provides the consumer of macroeconomic news a conceptual foundation in macroeconomic theory. The goal is to prepare the manager/analyst to consume macroeconomic news and analysis and to draw independent conclusions.

BUSN 9950 Travel Course-Issues in Business (3)

Current and significant issues in business are examined. The course focuses on existing theories and practices as well as on new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

CHEM - Chemistry

CHEM 5500 Biochemistry (3)

Investigates fundamental metabolic pathways, the biochemistry of acid-base metabolism, and the principles of ligand to protein interactions that may be applicable to anesthesia. **Prerequisite:** Enrollment in the nurse anesthesia program.

CHNG - Chan,rb134995 0.:717 0 125.09899Lead 0 n6descript 8. Ch

Course Descriptions

creative, and improvisational. Students learn to create improvisational leader behaviors, which build on the organization dynamics, which emerge. **Prerequisites:** CHNG 5300, CHNG 5700

CHNG 5950 Change Leadership in a Global Context (3)

The ability to lead and manage change is becoming a critical skill for leaders in all industries and sectors of the global economy. This course is designed to facilitate student development and an appreciation and awareness of the issues confronting the field of Change Leadership and Organizational Development in a Global Context. This course will provide an overview of the elements and trends related to all major aspects of global change leadership including, but not limited to, demographic, cultural and generational implications for talent, leadership development, succession planning, use of technology, global applications and strategic operational challenges and models. It will also explore the relevance of the global context to a long-term change project.

Prerequisites: CHNG 5300, CHNG 5700

CMAT 5109 Practicum: French K-12 (2)

This practicum is in a middle school setting for 90 hours in a classroom involving ~~the teaching, lesson planning and teaching.~~ A schedule of ~~work for the teacher candidate in the classroom~~ is established in ~~consultation with the cooperating teacher.~~ To enroll in a practicum, students must make formal application to the Office of Apprentices Teaching and Field Experience. Practicum applications ~~describing placement~~ ~~due to~~ ~~September 15th in~~ ~~TK20~~ ~~Practicum applications~~ ~~due to~~ ~~February 15th in~~ ~~TK20~~ ~~Five state~~ assignments in Passport 2 must be completed before the start of practicum.

CMAT 5110TJ 1 0 0 -toGerman K-12 (2)

CMAT 5208 Apprentice Teaching: Art K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers.

Prerequisite: B or better in CMAT 5108, approved application one semester prior.

CMAT 5209 Apprentice Teaching: French K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers.

Prerequisite: B or better in CMAT 5109, approved application one semester prior.

CMAT 5210 Apprentice Teaching: German K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers.

Prerequisite: B or better in CMAT 5111, approved application one semester prior.

CMAT 5211 Apprentice Teaching: Spanish K-12 (9)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers.

Prerequisite: B or better in CMAT 5106, approved application one semester prior.

CMAT 5505 Psychological Foundations of Education (3)

This course explores the interaction of developmental and educational psychology. Learning, cognition, motivation, personality, and emotions are examined in an effort to see the child as a whole person functioning in the school environment. Theories of development and learning theory are interrelated and integrated with observations of children and adolescents.

Course Descriptions

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.

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. This course counts for certification. **Prerequisite:** admission to MA/certification program/ advisor consent.

COMM 5030 Historical Linguistics (3)

This course looks at natural language change and then applies those theories to language diversity in the United States. Important laws, policies, and language planning are covered, including English Only policies, the Ebonics controversy, and bilingual education. Students will write their own language policies for a school and write about the effects of linguistic diversity in today's classroom.

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. The 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/

COMM 5480 Advanced Composition (2-3)

Students in this class give attention to the clear and orderly development of ideas, development of the writer's style, and analytical skills in composition, emphasizing research and professional writing, with a majority of time devoted to individual writing.

COMM 5490 Seminars in Reading Instruction (2-3)

Seminars are designed to focus on contemporary research and classroom application. Different topic descriptions may be repeated for credit.

- **Literacy as Empowerment-International Perspectives (2-3)**

This course is an investigation of the role of "literacy learning" in other countries. Students explore implications for their own teaching so they can deepen understanding of the dynamics inherent in social, political, and academic arenas. Methods/materials from classrooms are reviewed, and each student will focus on an area (emergent literacy, adult literacy, "illiteracy" or "alliteracy," gender-related issues) and a country to research for a class report.

COMM 5510 Artists Are Alive and Well (3)

Through a varied selection of activities and close student-artist contact, the students study the art of the past and present. In addition to slides, lectures, and museum and gallery tours, students have the opportunity to visit individual artists' studios and private collectors' homes not normally open to the public. This course may be offered at various locations such as St. Louis, Kansas City, or Vienna and online. May be repeated for credit if content differs.

COMM 5520 Communications Seminars

Communications workshops allow participants to explore various aspects of the communication process. May be repeated for credit if content differs.

- **Communication for Teachers (3)**

This course is an extension of materials and methods covered in COMM 5260 Oral Communication. Completion of COMM 5260 Oral Communication is a suggested prerequisite for this course, but is not required. Topics covered include communicating with administrators, peers, and students; negotiation of conflicting needs; conducting parent-teacher conferences; communicating in and with families; school-related communication issues for children coping with divorce; facilitating school meetings and giving presentations; and conducting teacher workshops and in-service programs.

- **Professional Writing (3)**

This class will focus on writing articles/books for professional publication. The class will be taught as a workshop so that students can work on individual projects and get important feedback and information on publishing their work.

- **Writing Across the Curriculum (2-3)**

Students examine and experience realistic ways to initiate the writing process—prewriting, writing, rewriting, editing, and evaluating. A history of teaching writing from Cicero to Elbow prepares teachers for classroom activities.

- **Ways of Seeing (2)**

Ways of Seeing gives students a chance to explore seeing as a sensory, perceptual, imaginative, psychological, artistic, cultural, idiomatic, literary, and journalistic experience.

COMM 5530 Technology and Teaching (3)

This course is a non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected

by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives.

COMM 5540 Methods in Teaching Secondary English (3)

This course examines issues, attitudes, and trends in teaching English as well as the essential subject matter of the discipline. Strategies, canons, and secondary English

instruction, based on both current research and practice, informs graduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading.

COMM 5830 Emergent Literacy (2-3)

Students explore theories and practices of literacy learning. Graduate students engage with community, school, and family resources to identify current teaching strategies and instructional methods. Topics for study include: Contexts of Literacy, Parents and Preschoolers as Emerging Readers, Whole Language and Constructivism as a guiding philosophy, Family Education, and Special Programs. Students learn to provide a supportive environment with direct and indirect approaches for promoting phonemic awareness with a focus on meaning and understanding structures of language in the printed text. An emphasis on stages of development and methods of assessment will provide a background for teaching in early childhood and elementary settings. This course has been approved for certification in early childhood. May be counted toward an emphasis in reading. (Not counted as a methods course for Elementary Education or Reading Certificate.)

COMM 5840 Reading and Writing as Cognitive Processes (2-3)

This course is designed for teachers to experience the reading-writing connection and develop methods for teaching. Teachers are provided with the opportunity to study, experience, and develop effective strategies for their classrooms. Emphasis is given to early reading instruction, but an integrated focus includes the literacy needs of students of all ages and abilities. This course counts for initial elementary or early childhood certification.

COMM 5850 Reading and Literature Study Groups (2-3)

Classroom teachers grades K-6 are provided the rationale and information for developing a literature-based reading curriculum. Various techniques for establishing literature study groups at different grade levels, identifying literature found successful in promoting student-directed discussions, and for evaluating student growth will be considered. Students will select and implement appropriate strategies for classroom activities, maintain reader-response journals, and participate with other graduate students in literature study groups. Special emphasis will be on literature across cultures and ways to facilitate the understanding and appreciation of diversity. This course counts for initial elementary certification.

COMM 5880 Survey Reading Course for Secondary Teachers (3)

This course includes reading techniques and study strategies for teachers of students in grades 6-12. A major emphasis is communication of concepts in content areas.

COMM 5900 Reading Seminars (1-3)

The content of various topics is focused on methods and technologies necessary for promoting reading development, increasing knowledge of fiction and nonfiction, and establishing positive attitudes toward literacy grades K-12. Topics offered include the study of genres, adolescent literature, children's literature, and strategic approaches for constructing meaning in reading and composing. May be repeated for credit if content differs.

COMM 5905 Reading Assessments and Interventions, Grades 6-12 (3)

The focus of this class will be on planning interventions based on interpretation of formal and informal reading assessments for

students in grades 6-12. An emphasis will be on current theory and best practices in literacy. Participants will design intervention strategies in response to assessment data.

COMM 5920 Teaching Reading in Content Fields (2-3)

A broad spectrum of reading strategies necessary for understanding text (e.g., predicting, confirming, questioning, and comprehending) are addressed. Participants study the different kinds of reading required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments, and dealing with striving readers. A content area unit is part of the course evaluation and includes vocabulary as well as prereading, during reading and post reading strategies in addition to formative and summative assessments. This course is used for middle school and secondary certification.

COMM 5930 Investigations in Reading, Intermediate (2-3)

Emphasizes reviewing research and methods related to the teaching of reading in grades 4-6. Participants are assisted in pursuing topics of personal interest in individual investigative projects. Counts for initial elementary certification.

COMM 5960 Differentiated Reading Instruction (3)

Students learn about research and best practices in developmental reading and learn how to assess abilities and needs of all students.

COSC 5010 Object-Oriented Analysis and Design (3)

Students will learn the principles of object-oriented analysis and design: classes, polymorphism, encapsulation, and inheritance. The emphasis is on development principles for medium, large, and distributed systems. Students will develop a logical design project. **Prerequisite:** programming proficiency in C++.

COSC 5020 Object-Oriented Programming (3)

Students will apply the principles of object-oriented programming in the implementation of a major information system project using C++. Students will implement the object-oriented design from COSC 5010. **Prerequisite:** COSC 5010.

COSC 5030 Agile Software Development (3)

Students will explore the important principles of software development: delivering value to the customer, focusing on individual developers and their skills, collaboration, an emphasis on producing working software, the critical contribution of technical excellence, and a willingness to change course when demands shift. Several key software development methods are investigated and one methodology is actively examined using a course development project. **Prerequisite:** COSC 5020.

COSC 5040 Distributed Database Design (3)

Students will study the principles of homogeneous database technology and the principles of distributed database systems. The emphasis will be on the integration of heterogeneous database management systems into a coherent system. Students will develop a logical design for a distributed database.

COSC 5050 Distributed Database Applications (3)

Students will implement the distributed database developed in COSC 5040. Emphasis will be on good design techniques and proper documentation. Students will implement a database project in this course. **Prerequisite:** COSC 5040.

COSC 5060 Systems Concepts (3)

Students will study the mathematical basis of connected systems. Topics will include queues, graphs, matrices, and finite state machines. **Prerequisite:** College Algebra.

COSC 5110 Network Architecture (3)

Students will study the fundamental concepts of computer networks. Topics will include network topologies, protocols, and network operating systems. The OSI model will be used to evaluate and compare systems.

COSC 5120 Data Communication (3)

Students will study the Internet working standards and common carrier services. Emphasis will be placed on the analysis and design of systems using current communication technologies.

COSC 5130 Computer Security and Reliability (3)

Students will study hardware and software reliability and security using currently available technology. Emphasis will be placed on security analysis of the system, physical threats to systems, virus protection, system recovery, and encryption.

COSC 5140 Network Design and Management (3)

Students will study the design of a distributed system. The emphasis will be on systems with multiple topologies and protocols.

COSC 5150 Distributed Application Development (3)

Students will be introduced to the creation of Web-based applications. This course will also cover the components of Web

design and incorporate various languages to enhance Web documents. **Prerequisite:** COSC 5050.

COSC 5200 Issues in Distributed Systems (3)

Students will be introduced to the issues in emerging technologies in distributed systems. This course will cover advanced theories and technologies in building distributed systems, such as mobile applications and web services.

COSC 6000 Distributed Systems Project (3)

Students will design and implement a major system distributed information system that integrates the learning experiences gained in the previous courses. **Prerequisites:** COSC 5150 and completion of 30 credit hours of the required and elective COSC courses in this program.

COUN - Counseling

Course Descriptions

Note that counseling courses may include self-growth experiential activities. All courses require adherence to ACA Code of Ethics (2014) and include professionalism about and confidentiality of comments made in class sessions by peers. Certain state licensure laws do not allow for courses to be completed through directed studies or electronically (online).

Certain Counseling courses will be taught only in an online format at particular campuses. Please contact your campus for a list of courses that are only offered online or occasionally offered in an online format.

COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course) (3)

This course defines and examines the philosophic bases of counseling and the helping relationship, focusing on the foundational and theoretical concepts necessary for working with individuals, groups, children, and families in a multicultural context. Students also practice the development of basic counseling skills, professional identity, and related ethics. Students learn to define, generalize, organize, and critique the counseling process and profession including consultation theories, practice, and application in a multicultural society, as well as some crisis and disaster intervention. Self-growth experiential activities are associated with this course content.

COUN 5050 Human Growth and Development (3)

The student learns to identify, describe, and examine the nature and needs of individuals at all developmental levels and in

the term for those field experience sites that cannot provide the required clinical hours. For Practicum students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or the Practicum faculty supervisor for grade completion options.

COUN 6100 Counseling Learning Practicum I (1.5)

Practicum is considered a beginning clinical counseling experience and should provide beginning counseling activities. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they can take Internship. Students will split these hours up over COUN 6100 and COUN 6200 (typically half in each). Students will be required to meet weekly for a minimum of 50 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

Each student is required to plan for Practicum with the counseling program coordinator or Faculty Advisor before completion of 15 credit hours in the program. Students should seek advisement

Course Descriptions

equipment in this course. Students must provide evidence of professional liability insurance **prior** to seeing clients. No school settings may be used for an internship site at this time.

Prerequisites: Completion of seven core courses to include COUN 5020, COUN 5050, COUN 5100, COUN 5150, COUN 5200, COUN 5600, COUN 5800, in addition to completion of COUN 6000/6100/6200. The Practicum faculty supervisor and/or counseling program coordinator must approve the student's initial registration for COUN 6500. COUN 5540 is a **prerequisite** for field experience sites that require a majority of family counseling, and COUN 5630 is a **prerequisite** for field experience sites that require a majority of substance abuse counseling.

This course may be repeated for credit. Internship is proposed as four terms of 1.5 credit hours each of COUN 6500. Internship is graded on the credit/no credit (CR/NC) grading option. For Internship students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or the Internship faculty supervisor for grade completion options.

CSIS - Computer Information Systems

Course Descriptions

CSIS 5300 Database Systems (3)

This course will provide a foundation for understanding organization database technology by examining the way databases are used, designed and managed. The course will introduce fundamental concepts related to operational and data warehouse databases. The course will also cover the principles of extracting required data using QBE technique. Students use industry-standard software Oracle® to improve their database query proficiency. Related to a5630 is a

Course Descriptions

... This course may be repeated for credit if the content differs. **Prerequisite:** CSSS 5000

CSSS 6001 Practical Research in Cybersecurity I (3)

The student is expected to synthesize and integrate the learning experiences acquired throughout the MS in Cybersecurity and to evaluate current and future topics relative to this major. Specific papers, projects, or other methodologies must include Cybersecurity related technical and management areas than span this entire degree emphasis. Internships or practical research projects that span two consecutive semesters are considered appropriate applications 2829nhtrai Researcharejunclicaered

ECED 5462 Early Primary Practicum (1)

Concurrent registration in ECED 5460 Curriculum Design is preferred.

The focus of this practicum is observation and participation in classrooms servicing children in primary grades. **Prerequisites:** EDUC 4740, ECED 5431, ECED 5460.

ECED 5466 Preprimary Practicum Early Childhood Special Education (1)

Concurrent registration in ECED 5830 Topics in Early Learning: Early Childhood and Special Education Curriculum and ECED 5830 Topics in Early Learning: Assessment and Intervention of Infants and Young Children is required.

The focus of this 1-credit-hour practicum is observation and participation in inclusive classrooms in the preprimary grades. It centers on implementation of intervention strategies for children with Individualized Education Plans (IEPs). **Prerequisites:** EDUC 4740, ECED 5431 and ECED 5460.

ECED 5470 Observation, Documentation and Analysis of Learning in Early Childhood Education (3)

In this class, students will develop an understanding of how documentation based on close observation of children's learning processes helps to make learning visible and shape the learning that takes place in young children. They will learn why assessment of young children's strengths, progress and significant concerns that require focused intervention call for assessment strategies that are developmentally appropriate, culturally and linguistically responsive, connected to relevant children's daily activities and inclusive of families. Following an inquiry-based structure and cycle of learning and teaching, students will evaluate the impact of the children's activities and teacher strategies and create change in early childhood programs. The importance of continued professional development and continued accountability will also be emphasized. Students must have access to children, preferably in a classroom setting. **Prerequisites:** ECED 5010.

ECED 5480 Math Methods for the Young Child (3)

Students explore ways to support the young child's construction of knowledge in regard to numeracy. The educational implications of current cognitive theory and related research are examined. The Content and Process Standards developed by the National Council of Teachers of Mathematics (NCTM) provide a framework for teaching strategies. The course courses on children's mathematical learning in pre-kindergarten through third grade. **Prerequisite:** ECED 5460.

ECED 5510 Understanding and Supporting Children's Thinking (3)

Students examine theory and research on cognitive development while considering the integral relationship with the development of children's social intelligence. Emphasis is placed on the study of children's memory, perception, language and literacy, logical-mathematical thinking, and problem solving. Students use action research methods involving observation and documentation to study children's thinking and learning processes. Curriculum implications with connections to state and national standards will be explored with an emphasis on project-based and inquiry based learning. Students will learn how to develop strategies to scaffold children as individual and group learners. **Prerequisite:** ECED 5670 Social Intelligence and Relationships: The Foundation for Learning.

ECED 5670 Social Intelligence and Relationships: The Foundations for Learning (3)

Students examine theories and research in regard to social intelligence and the development of relationships. The integral linkage of social and moral development with children's intellectual development is explored. Curriculum implications for diverse learners are examined. Emphasis is placed on interactions that foster mutual respect and trust with adults and children; the development of self-regulation and social responsibility; self-esteem, social knowledge and competence; cooperation and collaboration, and positive dispositions toward learning and life. A focus will be placed on children as individual and group learners. Connections will be made to state and national standards. Students use action research methods involving observation and documentation to study children's behavior and learning processes. Ecological systems perspectives of the child, within the family, and within the community will be integrated throughout the course.

ECED 5740 Inquiry Learning in Early Childhood (3)

This course is designed to give student an in-depth, practical look at the first through third grade elementary child while focusing on a theoretical and experiential investigation of programming, curriculum, and assessment. Methods and techniques of teaching science and social studies with an emphasis on organization of inquiry learning will be a focus. The class stresses the various roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn to evaluate learning models, organize 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. Students will also learn how to interpret this information to access outcomes and support children's continued development and learning. Developmentally appropriate integration of technology into the primary classrooms will be discussed.

ECED 5750 Negotiated Learning: The Reggio Emilia Approach to Early Education (3)

This course focuses on the central role of documentation in the social constructivist approach to early learning that has emanated from the early childhood programs of Reggio Emilia, Italy. Students explore multiple ways to observe and document the learning experiences and learning processes of young children and then study that documentation to determine how to support children's thinking and negotiate learning. Documentation is used to improve discourse by serving as a database for reflective teaching. Documentation and discourse enable teachers to generate designs for future learning experiences that have continuity with children's thinking and prior experience. Together, these three components of documentation, discourse and design define a negotiated learning process that r LearningN 1 0 0 -1 0 157.2eal variables

in the study tour will be introduced to the history of the Reggio Approach, tour the atelier and classrooms, engage in dialogue with teachers, view project presentations, explore materials, and reflect upon their experiences.

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, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. **Prerequisite:** advancement to candidacy.

ECED 5810 Pedagogical Internship I (3)

This supervised internship is required for candidates pursuing the graduate certification in pedagogical coordination of Reggio Inspired Schools. It is the first of a two-semester sequence of internships required for completion of the graduate certificate program. Students work as apprentices in a Reggio Inspired School to learn the role of pedagogista. This role involves strong understanding of the skills and concepts of observation and documentation of learning processes, collaborative action research strategies, mentoring and coaching to support professional development of teachers, and ability to support and develop systems of communication and participation with families and community in early childhood settings.

ECED 5811 Pedagogical Internship II (3)

This supervised internship is required for candidates pursuing the graduate certification in pedagogical coordination of Reggio Inspired Schools. It is the second of a two-semester sequence of internships required for completion of the graduate certificate program. Students work as apprentices in a Reggio Inspired School to learn the role of pedagogista. This role involves strong understanding of the skills and concepts of observation and documentation of learning processes, collaborative action research strategies, mentoring and coaching to support professional development of teachers, and ability to support and develop systems of communication and participation with families and community in early childhood settings.

ECED 5820 Creating Learning Environments (3)

This course is designed for early childhood, elementary and special education teachers who are interested in examining the human and physical elements that shape the learning environment and exploring ways to intentionally organize and use these elements to enhance the living and learning experiences of young children. The learning environment will be viewed from multiple perspectives: As a reflection of beliefs and values; as a strategy for teaching and learning; as a forum to empower the community of learners; as a tool for teacher research and student assessment; and as an arena for ongoing professional inquiry.

ECED 5830 Topics in Early Learning

These courses are designed for educators who work with children from birth through age eight and/or their parents. Additional topics will be added as developments occur in the field of early learning and as teachers who are working in this area indicate their interests and concerns. This course number may be repeated for credit with different topic designations. Examples of offerings in this area are:

- **Administration of Early Childhood Programs (3)**
This course introduces students to crucial issues in administering early childhood programs. These include public policy and regulation, management theory and leadership styles, new program development, protection of children in and out of home care, quality and affordability, staff development and supervision, and legal issues.

- **Art and the Young Child (3)**

This course emphasizes art as a natural form of communication for the young child. Current research on art for the young child will be studied and discussed. We will review the effectiveness of the teacher as facilitator in art activities for children, and explore ways to incorporate art into the basic curriculum. As a class we will discover resources for supplies and ideas, and reflect on our present art activities.

- **Assessment for Intervention of Infants and Young Children (3)**

This is an introductory course for students interested in working with infants, young children, and their families to adapt curriculum to meet their special challenges and develop to the fullest potential. The interrelationships between curriculum and assessment provide a framework of study. Authentic assessment strategies are emphasized, as well as, using strategies to recognize special needs and monitor progress; engaging in collaborative goal setting through team approaches; using assessment information to plan adaptations in all developmental domains; and developing individualized intervention plans and programs. Curricular topics include forming partnerships with families; preparing the way for successful inclusion; arranging the environment to maximize learning; embedding teaching and learning opportunities within inclusive settings; encouraging developmental play behavior; and providing a variety of activities to accomplish outcomes.

- **Early Childhood Issues (3)**

Students will thoughtfully and critically examine major issues, trends, controversies, and challenges in early childhood education, surrounding practices policies, and professional development. They will gain in-depth knowledge of the key dimensions of a chosen topic by conducting an individual analysis grounded in theoretical principles, professional literature, and personal experiences.

- **Early Childhood Special Education Curriculum (3)**

This is an introductory course for students interested in working with infants, young children, and their families to adapt curriculum to meet their special challenges and develop to the fullest potential. The interrelationships between curriculum and assessment provide a framework of study. Curricular topics include forming partnerships with families; preparing the way for successful inclusion; arranging the environment to maximize learning; embedding teaching and learning opportunities within inclusive settings; encouraging developmental play behavior; and providing a variety of activities to accomplish outcomes. **Prerequisite:**

Course Descriptions

children. While a survey of environmental themes will be key, emphasis will be placed on the importance of nature education at the early childhood level.

ECED 5840 Issues in Parenting (3)

This course is designed to expose students to the development and use of a variety of effective techniques for interacting with parents of young children. Students explore situations such as parent-teacher conferences, parent meetings, the use of parents as volunteers, and parents as policymakers. Attention also focuses on needs of the single parent, the student parent, parents working outside the home, foster or adoptive parents, and the older parent.

ECED 5850 Practicum in Early Childhood Education (1-4)

This practicum offers a variety of options for placement and foci for learning. Students may participate in programs for infants and toddlers, preschool-age children, kindergarten, early elementary, early childhood special education, or parent education. The learning focus may be on child development, curriculum, applied research, administration, and/or parent education. **Prerequisite:**

Theorists which may be examined are: Friere, Metrosow, and Bandura, to name but three. **Prerequisite:** Admission to the doctoral program.

EDOC 7500 Service Learning Practicum (3)

This course is a comparative review of modern educational systems and learning experiences in different countries. Candidates discuss the ways in which educational systems have been influenced by industrialization and global capitalism. The rise of globalization and the information economy and their effect on modern educational theory as well as educational systems will be viewed as an important backdrop. More recent attempts to reshape schooling in the light of emergent educational philosophies will also be explored. Students will take this course twice. **Prerequisite:** Admission to the doctoral program.

EDOC 7510 Interdisciplinary Pro-Seminar I (2)

This course will introduce the candidate to the increasingly complex world of educational research; the doctoral process; allow the candidate to refine his/her 'burning question'/dissertation inquiry; begin the annotated bibliography and literature review as foundation for future educational research in preparation for the dissertation document; and develop a first draft of the organization of the dissertation. **Prerequisite:** Admission to the doctoral program.

EDOC 7520 Interdisciplinary Pro-Seminar II (2)

In this course, the candidate will refine the 'burning question' and continue to develop the annotated bibliography. the focus of the second seminar is to write a draft of Chapter 1 of the dissertation. In this course the candidate will continue the doctoral process; refine his/her 'burning question'/dissertation inquiry; continue the annotated bibliography and literature review as foundation for future educational research in preparation for the final dissertation document. **Prerequisite:** Admission to the doctoral program.

EDOC 7530 Interdisciplinary Pro-Seminar III (2)

In this course, the student will:

1. Review at least 4 (four) types of educational research and apply each to his/her research interest/burning question; develop a rationale for a specific choice of research,
2. Continue to perfect the literature review, and
3. Write the first draft of the Dissertation Chapter 2:Literature Review. This product will be a living document. the Draft Literature Review may be added to and/or revised until entire dissertation is completed. This will be Key Assessment 4.

Prerequisite: Admission to the doctoral program.

EDOC 7540 Interdisciplinary Pro-Seminar IV (2)

This course will provide methods to develop the skills to apply inquiry and research to identify and support transformative learning for individuals, organizations, and communities. The student will write the first draft of Chapter 3 of the dissertation, Research Design and Methods. The student will begin to develop a draft of the final chapter of dissertation: Proposed Application to Study to Support Transformational Learning in the Global Community and secure IRB approval for this final project. **Prerequisite:** Admission to the doctoral program.

EDOC 8000 Doctoral Dissertation Research and Writing (1-5)

The student works to complete the doctoral dissertation research and write the dissertation, which demonstrates the student's ability to design and conduct research on education from a global perspective. Candidates may register for 1-5 credits at a time per individual need. Candidates are required to complete a minimum

of ten dissertation research credits. **Prerequisite:** The student must have successfully completed all other doctoral course work, passed comprehensive exams and achieved status of doctoral candidate.

EDTC - Educational Technology

EDTC 5010 Introduction to Technologies for Education

This course is intended as a broad-based introduction to technology. This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the elementary and secondary school classrooms. Topics include an introduction to media literacy, evaluation and integration of software into the curriculum, and the impact of technology on the teaching/learning process.

EDTC 5020 Assistive Technology (3)

This is a hands-on, project based course designed to help educators evaluate hardware and software in relation to a student's specific disability. It provides an in-depth explanation of hardware and software developed for people with disabilities.

EDTC 5030 Topics in Classroom Technologies (1-3)

The courses 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.

EDTC 5032 Introduction to Assessment Using Technology (2)

This course examines different methods to collect, organize, and analyze information using technological tools., It examines substantive and evidentiary learning processes, ISTE NETS, psychology of learning, pros and cons of using technology to assess, and the ethical and social aspects of evaluation and what assessment means in any curriculum and how can technology aid in the process.

EDTC 5033 Learning Communities (1)

This course is for individuals in an educational or business setting who have the desire to create and implement successful learning communities with technology in a teaching/instructing atmosphere. This course will take into account researching, creating, formulating, problem solving, grouping strategies, managing, and evaluating and assessing all aspects of learning communities in the educational/instructional setting.

EDTC 5034 Maximizing Interactive Learning with Technology (2)

This course enables educators to improve student retention, and increase learning through the use of hands-on activities that compliment curriculum across the board. This course covers the adaptation process of application software, free bundled software, and online searching and researching in computer labs and in one-computer classrooms.

EDTC 5036 Searching for Classroom Grant Opportunities (2)

This course is for individuals who have the desire to locate grants that are offered to educators, trainers, and instructors. It covers searching for grants using the Internet and traditional methods. The course also covers writing techniques, terminology, tips, and suggestions for effective grant writing to simplify the process and ensure success.

**EDTC 5336 Technology and Differentiated Instruction
(2)**

Course Descriptions

research regarding learning, models of curriculum design, and methods of evaluation. Participants will design curriculum for their particular content area integrating technology into the student learning experience. Evaluating software packages for use within the curriculum is required.

EDTC 5465 Instructional Design (2)

Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This course allows participants to create a comprehensive instructional project in their own content area. This project will reflect their knowledge of learning theory,

EDTC 5745 Instructional Technology Planning and Management (2)

This course reviews the strategies used for effective technology planning and management. Determining level of technology integration, evaluating appropriate technology acquisitions, developing successful technology plans, and planning successful technology staff development will be reviewed through readings and student projects. State and national standards for student and teacher performance will be a focus for the course.

EDTC 5750 Special Institute (1-3)

Various institutes are offered to provide a wide range of workshop experiences and contemporary topics in the area of educational technology. For more specific and current information, contact the School of Education. This course may be repeated for credit if the content differs. **Prerequisites:** permission of the Educational Technology Coordinator.

EDTC 5770 Using Mobile Apps for Learning (3)

Locating, selecting and utilizing mobile applications for educational use are important skills for the digital-age educator. In this course we explore the ways in which smartphone and tablet applications can be used in educational and learning situations. Specific applications for subject area goals as well as administrative uses will be evaluated and utilized. Students will develop lessons and activities based on tablet and smartphone apps with particular reference to Apple iOS and Android.

EDTC 5775 Developing Mobile Apps for Learning (3)

Developing mobile applications is an emergent area in educational settings. The principles, practices and possibilities of app development for improving educational experiences is transformative. In this course we develop mobile applications for use in learning environments. We also examine the ways in which mobile programming environments can be developed for rapid application development. **Prerequisites:** EDTC 5770

EDTC 5820 Designing an Online Course -Part I (2)

This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course.

EDTC 5825 - Designing an Online Course Part II (2)

This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course. It is a continuation of EDTC 5820. **Prerequisite:** EDTC 5820.

EDTC 5830 Video Conferencing for Educators (3)

This course will familiarize the student with multiple video conferencing and collaboration technologies, along with technical and policy issues involved in their use in the classroom. Students will develop strategies and techniques in the use of these technologies to effectively address classroom learning objectives. Uses for teachers and their students include, but are not limited to, virtual field trips, professional development opportunities, contact and collaboration with experts outside the classroom, and utilization of established video conferencing programming.

EDTC 5840 Designing an Online Curriculum (3)

This course will engage the student in designing a virtual school curriculum using current curriculum and instructional design principles. The focus is on curriculum building for an entire virtual school. **Prerequisites:** EDTC 5460.

pldcthey relate toschool.

EDTC 5900 Technology, Ethics, and Society (3)

This course will engage social ethics in response to its impact on the developing technologies of global societies. Students will explore the relationship of technology through various philosophical and/or moral perspectives. This course will assist students in exploring their implicit values as they relate to technology.

philosophical and/or moral rinciples 6 spqm [(school. npact)] TJ 1 0 8

Course Descriptions

based application (process or procedure) for enhancing the learning experiences of the individual. It is to be taken concurrently with EDTC 6022.

EDTC 6240 Educational Statistics (2-3)

Educational Statistics is an introductory graduate course in using quantitative methods for inquiry in education. Students will be exposed to the fundamental concepts and procedures of descriptive and inferential statistics. Students will develop competence in reading and understanding statistics topics from various sources. The course includes an introduction to the use and interpretation of SPSS.

EDTC 6245 Research Design (2-3)

Students will be exposed to various quantitative and qualitative methods as well as mixed methods. Knowing which method(s) to use with various research questions is important.

EDTC 6250 Thesis in Educational Technology I (3)

In this course students write a comprehensive thesis that focuses on original research in the field of educational technology. This thesis should include the following elements 1) identification and description of a research question, 2) examination of related bibliographic sources (literature review), 3) data collection and analysis, 4) findings, discussion, and conclusions. Ultimately students are expected to propose, develop, complete, and defend a thesis that incorporates a comprehensive understanding of research methods and critical analysis based in their coursework throughout the program. The thesis area or topic will be developed by the student in consultation with the major instructor as well as a committee comprising other faculty or local experts. The thesis proposal and document must be presented in accord with Webster University Graduate Thesis guidelines and departmental specifications.

EDTC 6255 Thesis in Educational Technology II (3)

In this course students write a comprehensive thesis that focuses on original research in the field of educational technology. This thesis should include the following elements 1) identification and description of a research question, 2) examination of related bibliographic sources (literature review), 3) data collection and analysis, 4) findings, discussion, and conclusions. Ultimately students are expected to propose, develop, complete, and defend a thesis that incorporates a comprehensive understanding of research methods and critical analysis based in their coursework throughout the program. The thesis area or topic will be developed by the student in consultation with the major instructor as well as a committee comprising other faculty or local experts. The thesis proposal and document must be presented in accord with Webster University Graduate Thesis guidelines and departmental specifications. **Prerequisites:** EDTC 6250.

EDTC 6300 Technology Project Management (3)

In this course students will engage in developing and demonstrating their mastery of skills that are related to the facilitation of technology in their school environment. Different mediums of representation such as print, video, visual and web will be used to demonstrate student competencies with National Educational Technology Standards at the advanced level. By engaging in and demonstrating multiple forms of representation with media, students will explore processes for becoming effective educational technology facilitators.

EDTC 6301 Technology Project Management Internship (1)

This course is a semester long internship. It is to be taken concurrently with EDTC 6300.

**EDUC 5090 Curricular and Instructional Adaptations
(3)**

policy development, and behavior management. **Prerequisites:** advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.

EDUC 5911 Social and Personality Development (3)

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 children and adolescents. Students explore ways of working with children and youth in enhancing the development of these concepts.

EDUC 6000 Advanced Graduate Certificate Project (3)

The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for a 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.

EDUC 6001 Integrated Studies in Education (3)

In this course students develop and implement a comprehensive project in their specialization area in education. The project may be a field-based design, implementation and evaluation of a course, program or curriculum or a professional development plan for other educators; or it may be a research project. The project should document the impact on PK-12 learners. **Prerequisite:** completion of 27 hours of coursework in the MA program.

EDUC 6250 Thesis (3-6 hours)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library.

EFGS - Education for Global Sustainability

EFGS 5000 Education for Global Sustainability (3)

This course will provide an understanding of Global Sustainability and guide participants in ways to incorporate the information into their classrooms. EFGS 5000 should be taken within the first 9 hours of the program. Content will provide understanding in addressing environmental issues and the relationship between the environment, economy and global community. Crucial for today's PK12 students, this framework will also provide candidates with the tools to go beyond identifying environmental problems and prepare them to envision the path towards a healthier future for all sentient beings.

EFGS 5020 Adventure Education: Personal Development (2)

This course recognizes that personal development is a prerequisite to professional growth. Intensive challenge using both natural and urban environments is the vehicle for students to look at themselves; to learn to trust themselves and a group; to learn that some tasks require more than normal effort; and to learn that they have the resources to give.

EFGS 5080 Energy Conservation (3)

A field-based course, this intensive workshop provides a behind-the-scene look at energy providers in Missouri. The experiences of the course challenge participants to synthesize the information they gather and develop curricula that share concepts and build understanding about our choices and responsibilities as energy consumers.

EFGS 5100 Adventure Education: Cooperation and

EFGS 5250 Child as Naturalist (3)

This course examines the phenomena of humanity's

ENMG 5430 Energy Policy and Sustainability (3)

This course introduces students to the fundamental principles, concepts, and methods of energy and environmental sustainability, including renewable/alternative energy and emerging technologies. The course explores the origins of energy sources and the principles underlying their use and evolution into their present forms. The course examines the nature and scope of energy and resource problems and investigates ideological, political, and institutional forces that shape policy-making and implementation.

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 watersheds. 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.

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 online resources, use of CD-ROMs, and bibliographical indexes to obtain the most current information for the student's final project.

Prerequisite: completion of all other required courses for the MS in environmental management.

ENTR - Entrepreneurship

ENTR 5000 Entrepreneurship Process, Methods and Innovation (3)

In this course students will gain insight into how entrepreneurs start businesses or become self-employed and investigate the unique innovation mindset that often accompanies a successful venture. Through engaging lectures and hands-on projects, students will explore their start-up ideas. Students will also discover how entrepreneurship processes and methods function and use them to develop their new venture feasibility plans.

ENTR 5200 Corporate Entrepreneurship (3)

Thinking and behaving as entrepreneurs within corporations is essential for any successful career. This course portrays techniques on how to think and act like entrepreneurs. Entrepreneurial behaviors within corporations that offer incentives to employees to promote entrepreneurial thinking are examined. Attendees will develop a workflow understanding of how entrepreneurs think and act by conducting corporate situational analyses. The entrepreneurial mindset is explained and students will develop a corporate entrepreneurial action plan.

ENTR 5220 Arts Entrepreneurship (3)

An arts entrepreneur can be defined as an individual who develops his/her passion for the arts into an entrepreneurial or self-employment opportunity. This course builds on the imaginative mindset utilized by artists and creative thinkers to operationalize their passions. Knowledge, skill sets and abilities to effectively negotiate the common space that bridges business and the creative arts are developed. This course also provides a framework for students inventing a pathway for practicing their artistic passions as arts entrepreneurs.

ENTR 6000 Walker Business Plan Competition (3)

This course is designed as a capstone experience for graduate entrepreneurship students. Utilizing online platforms, students across US campuses and overseas will compete in a business plan competition. Winners will be awarded monetary and in-kind help. Students will prepare actionable business plans that can meet underwriting standards of Local, National and International Venture Capital firms. We will also prepare students to benefit from crowd funding opportunities. Students will master the art of the pitch and be required to enter The Webster University Business Plan Competition to be judged by a panel of experts.

Prerequisites: This is the capstone course for the graduate certificates in entrepreneurship. Students must complete ENTR 5000 and FINC 5860. In addition depending on which certificate students are enrolled in they must complete one of the following courses. ENTR 5200 OR NPLR 5210 OR ENTR 5220. Students can also seek consent of the instructor or the department.

EPSY - Educational Psychology

EPSY 5001 Foundations of Global Citizenship (3)

This course enables educators to develop knowledge, skills and competencies for working in the global and digital age learning environments. Students develop research and professional writing and scholarship skills using both traditional media (books, journals) and new media (online databases, video and online resources, wiki-book authoring). They understand local and global societal issues and responsibilities and model legal and ethical behaviors in their professional practice. They develop skills in communicating, collaborating and building learning communities with peers, experts, and students.

EPSY 5060 Assessment and Evaluation of Academic Performance (3)

This course introduces the conceptual, ethical, and legal issues related to psychoeducational assessment of children and adolescents. Graduate students explore the use of assessment methods to evaluate the assessment of learning, learning difficulties, and student achievement. Topics include descriptive statistics, measurement, and the assessment methods used in standardized achievement tests as well as general guidelines for selection of types of assessment methods for individual

Course Descriptions

learn to model systemic, creative and innovative thinking, collaborative processes, and engage students in real-world / authentic issues. The entire curriculum design-development-implementation-assessment-revision cycle is diversity sensitive; personalized, learner-centered, and embedded with cyber-enabled tools and resources. Curriculum interface with the educator's personal and professional philosophies and mission, as well as the school district's mission, and state, national, and international standards are examined.

EPSY 5490 Seminars in Immigrant and Refugee Studies (3)

These seminars are designed to focus on contemporary topics in immigrant and refugee studies.

EPSY 5505 Applied Developmental and Educational Psychology (3)

This course explores the application of psychological science, especially developmental and educational psychology, to education and schooling. Although the certified teacher may be expected to know child/adolescent development, the aim of this course is more modest. This course seeks to provide a foundation of understanding and methodology, so that the certified teacher can participate in continuous learning about the rapidly growing fields of child and adolescent psychology. Knowledge is presented from books as old as *Childhood and Society* (1952) and as new as *The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World* (2014). All students will learn about development from birth through adolescence, but each student will choose a particular age group to study. In addition to books, students will learn about developmental and educational psychology through self-reflection, group activities, experiential learning, film study, observations, interviews, and field trips. Students will learn how to read the scientific literature in psychology so that they can stay abreast of new discoveries in psychology. The final project is based on field experiences in which students observe and interview educators and then they write a scientific paper summarizing their study and the application of developmental and educational psychology.

EPSY 5510 Psychosocial Aspects of Migration (3)

This course examines the psychosocial aspects of migration. Students learn about individuals, families, and schools with diverse characteristics, cultures, languages, and backgrounds. Students learn to identify the needs of immigrant and refugee children and families, and how to help these families adapt to living in new environments. This course takes an international perspective on migration and several countries and cultures are studied. Within the United States, the English language learners represent the fastest growing segment of the school age population and so special attention is given to the needs of this group of children and their families.

EPSY 5540 Psychology of Early Adolescence (3)

This course focuses on the psychological growth and development of the young adolescent (ages 9 -15). Participants examine the stage of early adolescence from the perspective of physical, intellectual, and social-emotional development; they also study the importance of the peer group and peer pressure concerns. The course explores multicultural and international perspectives on the psychology of early adolescence. Participants learn how to create instructional environments that will maximize the learning opportunities for all young adolescents.

EPSY 5600 Practicum in Educational Psychology (1-6)

After exploring the educational, intellectual, social, and emotional needs of children and youth, students enrolled in this practicum course will apply their knowledge of educational psychology. Students will work with children, youth and/or families on a

regularly scheduled basis in a school or other educational community setting. This course may be repeated for credit.

EPSY 5601 Practicum in Gifted Education (2-4)

This practicum provides supervised field experience in programs for gifted children. In the summer, students work in various programs. During the school year, students work in classrooms

several relaxation and cognitive "reframing" techniques to manage personal stress and they develop personal stress management plans. In addition, specific techniques for handling school- and classroom-related stressors and tensions are examined as well as evidence-based to promote social-emotional functioning in these settings.

EPSY 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.

EPSY 5911 Social and Personality Development (3)

The content of this course focuses on the theories that explain the growth of social concepts (e.g., responsibility, sharing, friendship, rules, sex roles); the development of values and conscience; and the emerging personality of children and adolescents. Students explore ways of working with children and youth in enhancing the development of these concepts.

EPSY 5918 Advanced Educational Psychology (3)

In this course students will investigate psychological research pertaining to education, employ researcher's observational skills

procedures, and ways to stress children's cultural strengths rather than their cultural deficits.

EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3)

Students examine theory, research, and skills related to assessment and cultural diversity. Structured as a seminar, discussions include professional issues in psychoeducational examination, testing and assessment issues, techniques with regard to multiculturalism, and cultural differences, reviews of past discriminatory practices that have unfairly influenced the assessment of learning, recommendations for modifying traditional assessment procedures, and ways to stress children's cultural strengths rather than their cultural deficits.

EPSY 6000 Advanced Graduate Certificate Project (3)

The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. These projects are based on applied field research at the student's own workplace or practicum placement. Projects may be professional presentations, case studies, or professional articles. Examples of final projects include a presentation for professional organization, a case study that emphasizes linking assessment and intervention, or a research project that might be published in professional journal.

EPSY 6001 Integrated Studies in Applied Educational Psychology (3)

concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples.

This practicum is designed to provide experience administering

animated graphics to students. The course will emphasize traditional processes, techniques, and styles employed in creating the illusion of movement on motion media. The course will include instruction on how to create appealing graphics to present data and information. **Prerequisite:** NPRO 5000

FTVP 5331 Video Editing and Webisode Creation (3)

This course will stress advanced editing techniques and the use of social media for the distribution and curation of video projects. This course will teach students techniques common to all types of video production. The class is a hands-on course in portable production and editing, giving students a basis for understanding the use of this medium to meet the needs of the modern media workplace. **Prerequisite:** NPRO 5000

GERN - Gerontology

GERN 5000 Gerontology (3)

This course introduces the student to the gerontology specialty area. The course provides the student with an overview of the psychological, sociological, political, and physiological processes related to aging and the elderly. This course includes an examination of basic theoretical perspectives, problems, and the future of gerontology.

GERN 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in gerontology. The professional seminar supplements the core and elective courses in the area of gerontology 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.

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. Practicum may be repeated for 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)

Following the successful completion of the core courses, the

students in their professional lives. Course may be repeated for credit if content differs.

HEAL 5140 The Law and Health Services (3)

By means of conferences, class discussions and case study presentations, the course gives an overview and critical evaluation of the legal principles of federal and cantonal law on health issues as well as the legislation regarding social and private insurances. Emphasis is placed on current problems (liabilities, patient rights, aids, etc.). Principal elements: the legal framework of health law, the responsibility of health providers, patient rights, current challenges of health law, social insurance, private insurance.

HEAL 5200 Professional Values and Ethics in Health Care (3)

This course focuses on values and professional ethics in human rights issues. Students explore the theories of ethics and the components of those theories. The exploration enables the student to determine a step-by-step model of decision making when confronted with ethical problems.

HEAL 5210 Program Development in Health Care (3)

This course involves step-by-step methods of program development in health care. It includes a study of conceptual frameworks: philosophical basis, the student, the setting, the knowledge component, learning strategies, and evaluation.

HEAL 5220 Politics and Economics of Health Care (3)

This course involves a study of the three major pillars of health care politics and economics: cost, professional practices, and innovations. **Prerequisite:** MNGT 5000.

HEAL 5320 Quality Assurance of Health Care (3)

This course focuses on health care evaluation (especially nursing care evaluation). It involves the study of some evaluation instruments, the use of these instruments in an institution, and the use of the evaluation results for management. **Prerequisites:** MNGT 5000 and MNGT 5530.

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.

HLTH - Health

HLTH 5000 Organization and Management in Health Administration (3)

This course explores the many different methods of health care delivery, their respective financing, and the implications for managing in different types of health service organizations. Emphasis is placed on the role of the manager in directing and guiding these different types of health service organizations.

HLTH 5020 Organizational Planning and Change in Health Administration (3)

This course identifies the various ways of introducing change in organizations and larger organizational systems as adaptive responses to the external environment. Change efforts at the macro, meso, and micro levels of organization are considered. Particular attention is given to the leadership role in health

organizations and health systems. Organizational responses to the issues of market changes, managed care, system consolidation and system integration are analyzed.

HLTH 5040 Human Resource Management in Health Administration (3)

This course examines the traditional concerns of human resources management within the health administration field. Particular attention is paid to compensation management, employee recruitment, employee retention, employment policies, and the legal environment of human resource management. The various employment arrangements and contracts of physicians, nurses, and allied health professionals are discussed.

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 reimbursement policies are described, including managed care and prospective payment systems. Cost behavior and cost analysis are examined as part of these payment systems. Budget and internal control, including auditing concepts and techniques are introduced as management control techniques. **Prerequisite:** academic background in accounting or demonstration of satisfactory accounting skills.

HLTH 5070 Financial Analysis in Health Administration (3)

This course introduces students to managerial skills that underpin decision making for managers. The following financial methods are presented as decision models: forecasting, capital budgeting, and capital access. In addition, the managerial implications of long-term financial planning are considered, including capital investment decisions, equity and debt financing, and lease/purchase decisions. **Prerequisite:** HLTH 5050.

HLTH 5100 Statistics for Health Administration (3)

This course introduces the use of statistical analysis in health administration. The course emphasizes development of the basic methods and underlying concepts of statistics that are used in management decision making and health services research, which include: descriptive statistics, probability, sampling, hypothesis testing, forecasting methods, and nonparametric

**HLTH 6000 Integrated Studies in Health Administration
(3)**

This course requires that the student synthesize and integrate

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 projects in both national and international contexts, taking into account the organizational dynamics in project-oriented organizations and the projects' relation to its environment.

INGO 6000 Theory and Practice in INGO (3)

This course is the capstone for the INGO degree and enables students to situate the theories and knowledge of international relations, business, management, and human rights in the practical work of international nongovernmental organizations. **Prerequisites:** INGO 5100; 30 credits completed.

INGO 6250 Thesis (6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisites:** 21 credit hours, INGO 5000, and INGO 5200.

INGO 6500 Internship in INGO (3-6)

The internship is an intensive experience that provides students with the opportunity to work within an existing INGO and learn first-hand about its mission, goals, and operations. Within the experience, students will apply their understanding of the theories and actors of INGOs to the practice of their specific role and organization. **Prerequisite:** Admission to Global INGO program.

INGO 6900 University Thesis Requirements(0)

Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the University library. Recognizes successful completion of all the thesis requirements.

INTB - International Business

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.

INTB 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in international business. The professional seminar supplements the core and elective courses in the area of international 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.

INTB 5600 International Accounting (3)

The student examines aspects of accounting operations within a multinational corporate environment. Key topics of analysis include foreign exchange exposure; translation of foreign-denominated financial statements; consolidated financial statements; transfer pricing; Foreign Corrupt Practices Act; and related tax and regulatory issues. Comparison of United States and foreign practices in areas such as financial standards and reporting, auditing, and performance measurements is examined. **Prerequisite:** BUSN 5600, or BUSN 5200, or equivalents.

INTB 5630 International Law and Business (3)

This course surveys trends and practices that are part of the process of adjudication across national boundaries. Students study the interrelationships among countries as these affect individuals and business organizations attempting to operate internationally. Course content focuses on transnational business activities.

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.

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 5680 Globalization

Globalization is the process of integrating national economies, political structures, and cultures into a worldwide interdependent system. This course studies the two views of this topic: globalization and anti-globalization through various arguments presented by the "globalists" and the "skeptics". The contemporary politics of globalization will be explored in terms of their impact globalization has on world markets, the insecurities of those markets, and the development of business in the globalized market.

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 5740 Global Topics I (1)

Selected topics and issues in international business are presented in this course. To be taken at the beginning of the program. Offered only online. **Prerequisite:** MAIB degree-seeking student only

INTB 5750 Global Topics II (1)

Selected topics and issues in international business are presented in this course. **Prerequisite:** INTB 5740. MAIB degree-seeking student only. Required after the completion of 21 hours. Offered only online.

INTB 5760 Advanced Global Topics (1)

Selected topics and issues in international business are presented in this course. **Prerequisite:** INTB 5740, MAIB degree-seeking student only. To be taken concurrently with the last course in the program. Offered only online.

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.

INTB 5940 Modern Asia: Economic, Political, and Business Development (3)

Students examine the integration of economic, political, and business decisions in the post-World War II Asian economy and the development of the current Asian economy.

INTB 5950 Comparative Labor Movements: United States, European (3)

Course content focuses on the major economic problems growing out of the employment relationship and the approaches that United States and European industries and unions have taken in resolving them.

INTB 5960 Economic Development (3)

Students analyze modern theories of development and development policy and the relationship of these to the theories of location, trade, investment, and economic planning in Third World countries.

INTB 5970 International Business Language and Culture (3)

Students study the business language and culture of a country other than the United States in order to facilitate business communication in that nation. French, German, Spanish, or Japanese may be studied.

INTB 6000 Integrated Studies in International Business (3)

The student applies the principles learned from prior international business courses to selected case studies and research, with practical solutions to typical international business problems. **Prerequisite:** completion of all other required courses in this major.

INTB 9950 Travel Course-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. This course includes a mandatory short-term travel component.

INTL - International Relations

INTL 5000 Introduction to International Relations (3)

Students are introduced to the major approaches and subfields within the discipline of international relations, such as international security, international political economy, international law, international organizations, and foreign policy. Students will learn the basics of an analytical approach to international politics, including the use of the theory and evidence within a broader logic of inference. This framework will be applied in overviews of the major disciplinary subfields, with reference to both contemporary issues and historical cases.

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 5100 Research Methods and Perspectives (3)

Students are introduced to skills, methodological issues, and bibliographic resources which enhance their ability to evaluate critically and to conduct research in the field of international relations.

INTL 5300 Field Work (3-6)

This course provides an opportunity for students to actively involve themselves in field research, which may be of a qualitative or quantitative nature. **Prerequisite:** INTL 5100

INTL 5400 International Political Economy (3)

This course explores the interplay between states and markets. Topics include theories of international political economy such as mercantilism, liberalism, Marxian/structuralism, and feminism, trade, finance, the international monetary system, transnational corporations, and development. **Prerequisite:** INTL 5000.

INTL 5635 Western European Area Studies (3)

Students examine the history, culture, politics, and economic systems of Western Europe not defined by a specific departmental course offering.

INTL 5645 Asian Area Studies (3)

Students examine the history, culture, politics, and economic systems of Asia not defined by a specific departmental course offering.

INTL 5655 African Area Studies (3)

Students examine the history, culture, politics, and economic systems of Africa not defined by a specific departmental course offering.

INTL 5665 South and Central Asia Area Studies (3)

Students examine the history, culture, politics, and economic systems of South and Central Asia not defined by a specific course offering.

INTL 5675 Central and Eastern Europe Area Studies (3)

Students examine the history, culture, politics, and economic systems of Russia and Eastern Europe not defined by a specific departmental course offering.

INTL 5685 Latin American Area Studies (3)

Students examine the history, culture, politics, and economic systems of Latin America not defined by a specific departmental course offering.

INTL 5700 Humanitarian Issues in International Politics (3)

This course provides a forum for investigating transnational humanitarian issues such as regionalism, the environment, human rights, and refugees. Course may be repeated for credit if content differs.

INTL 5800 Globalization (3)

Globalization involves the intensification of economic, political, social, and cultural relations across international borders. This course examined the history and causes of this process and evaluates the effects it has on relationships within and between countries.

INTL 5860 Issues in International Politics (3)

This course examines such issues as terrorism, the control of weapons of mass destruction, illicit trade, imperialism, and conflict resolution. Course may be repeated for credit if content differs.

INTL 5870 International Law and Politics of Outer Space (3)

This course examines the international politics of Outer

course will include material on selecting the best platforms for various types of interactive communication. Basic coding and the use of digital templates will be covered in this course, along with how best to deploy multimedia on various digital platforms.
Prerequisites: NPRO 5000

ITM- Information Technology Management

ITM 5000 Information Technology Management: Overview (3)

This overview course presents a managerial and technical perspective that considers the application and management of information and communications technology in business and other types of organizations. The course includes an overview of all the core courses in the ITM curriculum. This course is a **Prerequisite** for all other courses in the program.

ITM 5100 Information and Communications Systems and Networks (3)

This course introduces students to the technical aspects of information and communications networks and technology. The course focuses on the interdependencies among information and communications technologies and architectures. Emphasis will be placed on the fundamentals of networks (LAN and WAN).

ITM 5200 Project Management of Information Technology (3)

This course introduces students to the procedures, tools, and techniques used in planning and managing major IT projects. Issues covered include definition, planning, implementation,

JOUR 4500 Media Criticism for Publication (3)

Students learn to research and write media analysis within a journalism format. Students learn about the techniques of writing media literacy analysis designed for popular consumption in newspapers, magazines, and online publications. Students analyze the content of news and entertainment media and prepare articles based on this research for publication.

Prerequisite: JOUR 3130, MEDC 3190 for undergraduate students, or MEDC 5460 for graduate students.

JOUR 5345 News Writing and Reporting (3)

Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Cross-listed with MEDC 5345. **Prerequisite:** MEDC 5000

JOUR 5350 Communications Law (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. Cross-listed with MEDC 5350. **Prerequisite:** MEDC 5000

JOUR 5352 Scholastic (High School) Publications (3)

This course provides preparation for instructing and advising in the area of publication production. The course will provide knowledge of publishing houses and the printing business; knowledge in content and style of contemporary publications; knowledge of available texts and teaching aids; and knowledge of legal and ethical issues in journalism. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. **Prerequisite:** Admission to teacher post-baccalaureate certification program through the School of Education.

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. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. **Prerequisite:** Admission to teacher post-baccalaureate certification program through the School of Education.

LEAD - Educational Leadership

LEAD 6000 Introduction to Educational Leadership (2)

This course provides an overview of theories and research in education leadership. Students will actively participate in self-assessment activities and use the outcome information for setting strategic goals for their own professional development while pursuing the EdS degree goals.

LEAD 6001 Foundations in Educational Leadership (5)

previous experiences to include advanced projects or action research. Students may also choose new internship experiences that can strengthen their leadership skills. Students must receive approval from a faculty mentor to enroll in this course. Examples of offerings in this area are:

- **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**
This internship focuses on collaborative leadership in partnerships that support effective schools. Professional development schools, school-business partnerships, collaboratives, and networks across schools will be examined through site-based experiences and student-mentor relationships. **Prerequisite:** approval of faculty mentor.

LEAD 6007 Topics in Educational Leadership (1-3)

These courses focus on current issues in educational leadership. Students will conduct inquiry into specific topics of professional and personal interest. Additional topics will be added as new challenges for leaders and issues are identified. This course may be repeated for credit with different topic designations. Examples of offerings in this area are:

- *Topics in Leadership: The Politics of Poverty, Race, Ethnicity, and Gender*
This course focuses on the work of social leaders in addressing issues of poverty, race, ethnicity, and gender. Practical strategies to pursue equity, diversity, and social justice will be addressed.
- *Topics in Leadership: Special Education Administration, Issues and Law*
This course examines the role and responsibility of the school principal for special education services, students with disabilities, and focuses on the perceptions of family. The course will focus on current legal issues in special education, statutory requirements, fiscal policy organizational structures and related services. Students will review laws governing special education and examine issues emanating from legal requirements from various points of view.

LEAD 6008 Foundations in Special Education Administration (3)

This course examines the roles and responsibilities of the administrators of special education at the school district, state, and federal levels. Statutory requirements, fiscal operations, organizational structures, relationships to general school administration, instructional, and related service delivery systems are investigated. Principles, processes, competencies, and skills in the areas of planning/programming, staffing, coordination/communication, and administration will be explored.

LEAD 6009 Leadership Seminar (2)

The Leadership Seminar is the culminating experience of the EdS degree in educational leadership. This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, internships, and other professional experiences; completing a professional portfolio that documents knowledge, skills, and dispositions required for administrator certification; and preparing for the state assessment required for administrator certification. This course begins with an informal presentation and review of the student's portfolio related to School of Education goals and state certification standards. Based on this evaluation, the student and instructor will develop an individual course of study addressing

competencies that have not yet been documented. The formal presentation of the professional portfolio that documents all required gsm4onal portfolio that documents all

LRE, Due Process, Parent participation and Shared Decision Making, Compliance Through the Courts, and School Reform. Students will increase their knowledge and understanding of political dynamics of constitutional law, the foundations of special education law, and the process of federal, state, and local education agencies. Special attention will be given to the Safe Schools Act and its specific application to students with disabilities, reauthorization of IDEA, Section 504 of the Rehabilitation Act of 1973, NCLB and the American with Disabilities Act. This course examines the role and responsibilities of the administrator, director, or supervisor of special education at the school district, state, and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of special education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. Extensive reading and research are required to successfully complete this course.

LEAD 6123 Action Research Internship Step One (2)

Action Research Internship Step One is the first semester internship. It is Step One in the Action Research sequence. In this course the student focuses on understanding action research, developing the action research design and beginning the action research project. Students must fill out an IRB to conduct research. 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 (80 contact hours).

LEAD 6124 Schools and Leadership Law (2)

This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:

- Knowledge of structure/function of the United States Court System
- How statutory/case law impact public schools
- Litigation in regard to FERPA and NCLB
- Gender based decision making
- Greater understanding of diversity
- First and fourth amendments
- High stakes testing

LEAD 6125 Building Level Administration (3)

This course is an overview of the principalship in rural, suburban, and urban education, school community relations, and school politics: principles, concepts, and issues at the federal, state, and local levels. The course will address organizational development and the benefits of mobilizing resources of time, money and people. It will include techniques of structuring a building environment that identifies institutional needs for diversity and concerns the leadership and administrative tasks of the superintendent. The course focuses on the following areas:

- Strategic plans and system theories.
- Organizational development and operational procedures as it relates to the building level.
- Collaborative skills in regard to working with building level stakeholders and responding to and mobilizing community support.
- Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

LEAD 6126 School ions, and and 9J 1 I anthe .to a1TJ 1 mph2 Tmn agencie 55velintendenct. Tucation law, and the p 1 0 0al attentio

LEGL 5100 Jurisprudence (3)

Students analyze major philosophies of law, including methods of justifying legal systems through natural law, legal positivism, and sociological jurisprudence. Contemporary writings on modern philosophies of law are also examined. **Prerequisite:** LEGL 5000.

LEGL 5260 Methods of Legal Research and Writing I (3)

This course is the first in a two-part writing program which is designed to develop the legal assistant's research and writing skills, including those needs to write 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, 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 argument and legal memoranda.

Prerequisite: LEGL 5000.

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 Methods of Legal Research and Writing I and to enhance the paralegal student's legal analytical and writing skills. The course includes several legal issue writing projects, at least two of which will combine both research and writing skills.

Prerequisite: LEGL 5000 and LEGL 5260.

LEGL 5300 Ethics for the Legal Professional (3)

This course will focus on the ethical and professional responsibilities facing legal professionals. We will examine ethical

response analysis. Students conduct primary research on a particular genre using selected approaches. **Prerequisite:** MEDC 3190 for undergraduate students or MEDC 5460 for graduate students.

MEDC 4440 Patterns of Ownership in Media (3)

Students learn the impact of media economics on content by studying media ownership patterns, such as state-run, state-owned, privately owned, and individually owned systems, and topics such as cross-promotion, conflicts of interest, bottom-line programming decisions, and internal organizational/staffing decisions. The class will look at recent developments that have affected the concentration of media ownership. Other topics include historical context, international trends, regulations, and issues of gender and diversity in ownership and management. Students will conduct primary research focusing on one of these topics.

MEDC 4500 Political Communications (3)

Students learn the role of the media on the American political process. Topics include the history and evolution of political media; the role of the press and its influence on the political process; and how media strategies are created, developed, and produced. Political advertising campaigns are analyzed. **Prerequisite:** MEDC 1010 for undergraduate students or MEDC 5000 for graduate students.

MEDC 5000 Media Communications (3)

Students examine communications theory and its application to mass 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 course work, as determined by an academic advisor.

MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing (3)

This course is an introduction to graduate studies that provides students with knowledge and skills in three important ways to maximize academic success as a graduate student. The course will focus on critical thinking and advanced analysis skills, basic information on academic research and library searches, and advanced writing. The course will also offer a brief introduction to effective online learning.

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 and instructor develop a written course proposal. Requires approval of the director of Graduate Studies and the dean of the School of Communications. **Prerequisite:** MEDC 5000. 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. Course may be repeated for credit if content differs, not to exceed 6 credit hours.

MEDC 5300 Strategic Communications (3)

This course is taught from a top-management perspective regarding the strategic role of communications, and the communications manager, in achieving the company mission and measurable bottom-line results. It introduces students to an integrated approach to managing all communications functions, including all direct and indirect communications requirements for both internal and external audiences and intermediaries, such as customers, suppliers, distributors, employees, shareholders, competitors, politicians, analysts, journalists and lobbyists. It encompasses the functional areas of marketing communications, organizational communications, media relations, investor relations, government relations and corporate branding. **Prerequisite:** MEDC 5000

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

MEDC 5345 Writing for Media Communications: Journalism (3)

Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Cross-listed with JOUR 5345. **Prerequisite:** MEDC 5000

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, MEDC 5600, and NPRO 5100.

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

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

MEDC 5370 International Media Literacy (3)

This course focuses on the global implications and applications of the discipline of media literacy. First, the course examines points of conceptual consensus that exist within the global media literacy community. In addition, the course compares the media literacy principles, concepts, and approaches that are characteristic of

Course Descriptions

different cultures. Students conduct media literacy analyses of media presentations as a way to learn about cultural attitudes, values, behaviors, preoccupations, and myths. Moreover, students consider whether media literacy approaches commonly employed in other countries might provide fresh insight into the media presentations of one's own country of origin. Finally, the class looks at ways in which media literacy analysis signals change in both media and cultural landscapes. **Prerequisites:** MEDC 5310

MEDC 5390 Practicum (3)

Students undertake, with the supervision of a qualified professional, an approved internship in a media-related setting. The course includes work and academic experience. The work experience involves professional media duties. The academic experience involves written assignments and attendance at seminars. 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.

Prerequisites: Completion of at least 21 credit hours in the MA in media communications program, including MEDC 5000 Media Communications; meeting program criteria; and permission of the internship coordinator and the director of Graduate Studies. Note: Internships should be directly relevant to students' course of studies and majors.

MEDC 5400 Media Production Management (3)

The student applies theories of how communications campaigns work in a real-world environment. Students will critically examine all aspects of the strategic campaign planning process, including research, budgeting, planning, writing and evaluation. The course focuses on how corporate communications, such as public relations, internal communications, advertising and marketing all work together to achieve organizational objectives. **Prerequisite:** MEDC 5000

MEDC 5401 Media Production Management: Interactive (3)

This course prepares students to manage the variety of disciplines

MEDC 5715 Analyzing the Latino Media Market (3)

This course will give students insights into the fastest growing demographic group in the United States, the Latino market. In this course, students will use analytical methods to understand the Latino community and to see how marketing firms and advertisers interact with this important demographic group. This course will help illuminate how various marketing firms are pursuing the Latino market and are succeeding and sometimes failing. The course will delve into the important intercultural aspects necessary to understand how the media interact with the Latino community. And the course will dissect how various Latino media outlets also interact with the community and act as liaisons between marketers and Latinos.
Prerequisite: MEDC 5000.

MEDC 5720 Latin American Issues and Media Production (3)

This course will teach intermediate to advanced journalism techniques, with students learning how to write and produce short-form radio stories. Students will also have the opportunity to have their stories and material broadcast on both Webster University's Internet radio station The Galaxy Radio at Webster University and as part of program content in the "Latin Pulse" radio series produced at Webster University. This course will focus on teaching students the fundamentals of radio production, including writing, interviewing, editing, and producing.

MEDC 5000.

Course Descriptions

of leadership theories, by providing practice in basic leadership skills, and by developing the student's self-knowledge of his or her preferred leadership styles.

MNGT 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.

MNGT 5870 Issues in Management (3)

Current issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. Course may be repeated for credit if content differs.

MNGT 5910 Ethical and Legal Issues in Management (3)

Students examine current topics in the areas of law, regulatory controls, and ethical issues. Discussions focus on the implications of these legal situations in management.

MNGT 5950 The Woman Manager (3)

Students examine the role of women in modern industrial society. Emphasis is placed on the particular difficulty women experience in assuming managerial roles in a predominantly male enterprise. Course content focuses on the managerial tools women managers may use to control their organizations.

MNGT 5960 Corporate Budgeting and Control (3)

The student examines the method by which modern American business looks at the future and marshals its financial resources

MTHC 5360 Algebraic Structures (3)

Students examine the algebra of various mathematical structures with the goal of gaining a broader and more sophisticated understanding of ordinary algebra. Relevant theory is developed.

MTHC 5370 Linear Algebra (3)

Concepts and techniques of linear algebra are developed.

MTHC 5390 Statistics (3)

This course covers the basic concepts (including applications) of the binomial and normal distributions, the chi-square test, analysis of variance, and nonparametric statistics. Emphasis is placed on educational applications as well as the abuses and misuses of statistical ideas. Computers and/or graphing calculators are used to investigate ideas.

MTHC 5410 In-Service Topics (1-3)

In-service courses are designed to provide teachers with practical applications of contemporary research and methodology to improve classroom effectiveness. . May be repeated for credit if content differs. This course does not apply toward an M.A. degree in Mathematics for Educators.

MTHC 5430 The Real Number System (3)

The course covers the algebraic and topological properties of the real number system and several of its subfields and subrings.

MTHC 5450 Topics in Number Theory (3)

This course covers selected topics in number theory, such as modular systems, quadratic reciprocity, number-theoretic functions, Pythagorean T drdes of the

NPLR 5000 Nonprofit Organizations (3)

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

NPLR 5010 Governance and Executive Leadership in Nonprofits (3)

The primary focus of this course is the need to develop a strong partnership between the Board and senior leadership in nonprofits. This course will examine contemporary governance theories for nonprofits, along with applications and case analysis of small and large nonprofit organizations. In addition, the role of the chief executive as supervisor, colleague, leader and visionary will be developed and examined. **Prerequisite:** None

NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3)

This course will provide a comprehensive survey of the fundamentals and issues of marketing and resource development in the nonprofit sector. Coursework will emphasize the skills and techniques needed to develop innovative marketing plans that promote interest in the services, clients and products which compromise the focus of nonprofit organizations and that result in an overall organizational approach to resource development. **Prerequisite:** None

NPLR 5210 Social Enterprise and Social Entrepreneurship (3)

This course will provide an understanding of the specific skills, and knowledge required to lead and manage the revenue development process in today's social enterprise organizations.

Through readings, discussion, and best practices, students will identify and examine related business revenue development and funding issues and methods with a goal of becoming a self-sustaining nonprofit or social entrepreneurial organization. **Prerequisite:** None

NPLR 5710 Contemporary Issues in Nonprofits (3)

Contemporary issues and trends facing today's nonprofit and social enterprises will be discussed and examined. The course focuses on existing theories and practices, as well as on new and emerging topics relevant to the field. Course may be repeated for credit if content differs.

NPLR 5810 Alliances, Partnerships and Mergers Among Nonprofits (3)

This course will provide both theory and real-world applications relevant to formation of alliances, partnerships, and mergers, in nonprofit organizations in today's "new normal" economic environment. Students will also examine the similarities and differences of alliances and mergers in the two sectors for-profit and nonprofit through readings, case studies and guest lecturers.

NPLR 5910 Planning, Implementation, and Evaluation in Nonprofits (3)

This course focuses on the various planning, implementation, and evidence-based program evaluation processes in nonprofit organizations. Students will integrate these processes into a course project ("nonprofit business" plan).

NPLR 6210 Integrated Studies in Nonprofit Leadership (3)

In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding acquired in the curriculum by use of live and written case study analysis, a research project, or nonprofit business plan. The emphasis is on the student's development of written analytic material that can be utilized for program assessment as well as individual student assessment. **Prerequisite:** completion of all other required courses in the major.

NPRO - New Media Production

NPRO 5000 New Media Tools (3)

This course will provide an overview of new and emerging media for students. As digital platforms are dynamic and in flux, the introduction of key and fundamental digital platforms may shift, however, important online and social media platforms for media projects will be introduced as part of this course. This course will explore which platforms are best for multimedia presentations on the web and in social media and introduce students to the best strategies in employing these platforms. The course will stress application of analytical thinking to the challenges posed by the modern and dynamic digital media environment.

NPRO 5100 Written Storytelling (3)

This course helps students develop several styles of nonfiction video scriptwriting for storytelling across platforms. The course will apply to both traditional media (radio, television, films) and also to emerging media structures (webisodes and the use of multimedia on social media platforms). **Prerequisite:** NPRO 5000

NPRO 5200 Audio Storytelling (3)

In this course, students will learn to tell stories through the creation and manipulation of verbal and non-verbal audio elements. Students will create audio essays, sound portraits, and audio mini-documentaries. The course combines theory and practice. **Prerequisite:** NPRO 5000

NPRO 5300 Visual Storytelling (3)

This course will stress visual strategies for storytelling. The course will include static images, digital slideshows and videography. The course will cover visual strategies as techniques to creating both short-form and long-form productions. Students will learn techniques that are applicable to documentary films, photojournalism, television, and multimedia projects. **Prerequisite:** NPRO 5100

NPRO 5650 Special Topics in New Media Production (3-6)

This course addresses 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. **Prerequisites:** NPRO 5000 and MEDC 5600 recommended. Can be repeated once for credit if content differs, not to exceed 6 credit hours.

NPRO 5900 New Media Project Production (6)

This course will stress the research and production of stories on multimedia platforms. The student will create a series of multimedia projects in the course that are integral to a theme picked by the student with the consultation of the instructor. Students will use research techniques to improve the planning

of large multimedia projects. Students will advance their knowledge of how best to use multimedia in a multi-platform digital environment while researching and producing stories.

Prerequisites: NPRO 5000 and NPRO 5300.

NPRO 6000 New Media Thesis Project (6)

This course challenges the student to demonstrate a synthesis of all previous course work in the creation of a capstone project. This capstone project will demonstrate the student's mastery of various multimedia techniques. The student will research and create a written proposal for this capstone project and then produce that project during the course. The outcome for this course should be a portfolio-quality multimedia work or works that can be displayed in a multi-platform environment. **Prerequisite:** All other core courses in the MA must be completed and with the permission of the director of Graduate Studies.

NURN - Nursing

NURN 5000 Theoretical Foundations of Advanced Nursing (3)

Students examine philosophical and theoretical foundations of nursing. Analysis of selected concepts and theories from nursing and related fields are emphasized. The role of the MSN prepared nurse is explored.

NURN 5050 Policy and Politics in Nursing (3)

This course examines policy within the health care arena focusing on the policymaking process; the organization, delivery, and financing of healthcare; and the nurse's role in advocacy. Conceptual models clarify aspects of policy problems suggesting explanations for decisions and consequences. Political advocacy and the health policy change process will be explored at the local, state, national, and global level. This course reviews principles of health care economics affecting health policy.

NURN 5210 Instructional Methods in Nursing (3)

This course is designed to explore a variety of teaching methods used by nurse educators in academia, staff development, and/or community education. Learning theories, principles of adult learning, and learning objectives are examined. Use of technology in nursing education is integrated throughout the course. Students develop, implement, and evaluate a lesson plan appropriate for adult learners. **Prerequisites:** NURN 5000 and NURN 5550.

NURN 5220 Curriculum Development and Evaluation (3)

Curriculum design, development, and evaluation are explored. Students examine the philosophical and theoretical bases for curriculum. The influence of nursing and health care trends and community/societal needs on curriculum is discussed. Students design a sample curriculum component, program evaluation, and outcome criteria to evaluate student achievement. **Prerequisites:** NURN 5000 & NURN 5550 or permission of Coordinator.

NURN 5230 Teaching Practicum in Nursing I (3)

Course content focuses on the development of lessons appropriate for defined learner populations. Students design, implement, and evaluate educational plans. Students collaborate with course instructor and mentor on lessons and clinical supervision. Self-reflection to improve the teaching learning process is promoted. The role of the educator in a teaching setting is explored. **Prerequisites:** NURN 5210 and NURN 5220 or permission of the instructor.

NURN 5240 Teaching Practicum in Nursing II (3)

This course is a continuation of Teaching Practicum I. The student further designs, implements, and evaluates educational plans at a practicum site. Students collaborate with course instructor and mentor on lessons and clinical supervision. Current research in nursing education is discussed. Self-reflection to improve the teaching learning process is promoted. The role of the educator in a teaching setting is explored. Students present a poster to a nursing audience. **Prerequisites:** NURN 5210, 5220 & NURN 5230.

NURN 5340 Population Health I (3)

This course summarizes the theoretical basis of health promotion and disease prevention. Emerging global health issues are explored. Principles of program planning, implementation, and evaluation are discussed. Students develop a culturally relevant health promotion plan for a selected population. The role of the MSN nurse in population health is examined. **Prerequisites:** NURN 5050, NURN 5550.

NURN 5350 Population Health II (3)

This course investigates the factors that contribute to population based health. An evidence-based health promotion project that ~~per the permission of Coordinator~~ will be implemented and evaluated. Ethical issues related to population health will be discussed. **Prerequisite:** NURN 5340.

NURN 5360 Organization and Systems Leadership (3)

This course provides the student with a theoretical foundation of organization and systems leadership within complex health care settings. Leadership skills necessary for promoting quality care, improving outcomes, and leading change are explored. Communication and collaboration will be examined across organization systems and as a part of interprofessional teams. **Prerequisites:** NURN 5050, NURN 5550.

NURN 5370 Quality and Safety in Health Care (3)

This course provides the foundation necessary to improve quality care and minimize risk to patients, providers, and systems. Competencies related to quality and safety are examined. Strategies to build a culture of quality and safety are explored. **Prerequisites:** NURN 5050, NURN 5550.

NURN 5410 Leadership in Nursing (3)

This course builds on the organizational and systems leadership course to provide an advanced knowledge of nursing leadership in complex health care environments. Legal issues, professional practice models, information technologies, and leadership competencies are examined within the context of the nursing leadership role. **Prerequisites:** NURN 5350, NURN 5360, and NURN 5370 or permission of MSN coordinator.

NURN 5420 Financial Issues for Nurse Leaders (3)

This course focuses on financial and strategic management important to nurse leaders. Emphasis is on the interpretation and application of financial information from a departmental or organizational strategic plan. Basic financial decision-making principles, the role of money and financial markets in the economy, financial statement analysis, and the budget process are examined. Criteria for allocating resources that optimize quality cost-effective care are explored. **Prerequisites:** NURN 5000 and NURN 5550 or permission of MSN coordinator.

NURN 5440 Leadership in Nursing Practicum I (3)

This practicum course is designed to explore the role of nurse leader in health care organizations. Students collaborate with faculty and preceptors to examine the role of nurse leader. **Prerequisites:** NURN 5410, NURN 5420, or permission of MSN coordinator.

NURN 5450 Leadership in Nursing Practicum II (3)

This practicum course builds on practicum I and further explores the role of nurse leader in health care organizations. Students collaborate with faculty and preceptors to examine the role of nurse leader. **Prerequisite:** NURN 5440 or permission of MSN coordinator.

NURN 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in nursing. The professional seminar supplements the core or focus area courses 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 to meet the credit-hour requirements for graduation.

NURN 5550 Advanced Nursing Research (3)

Students systematically explore and evaluate current nursing knowledge for scientific and clinical merit. Nursing practice issues are identified and evidence is evaluated to change and improve practice. **Prerequisite:** NURN 5000.

NURN 5990 Advanced Studies in Nursing (1-3)

Students with special interests or needs not met by existing curricula may request that a faculty member supervise a directed study. Content of the study and evaluation criteria are mutually decided upon by the student and faculty. This course may be repeated for credit if content differs. **Prerequisite:** permission of department chairperson.

NURN 6000 Integrated Studies in Nursing (3)

Students will synthesize knowledge and integrate learning experiences from previous coursework through an in-depth, scholarly paper. The final paper will be suitable for presentation and

possible publication

. This is a semester-long course. **Prerequisite:** Completion of 33 credits.

PADM - Public Administration

PADM 5000 Public Administration (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.

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.

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

PBRL 5380 Strategic Communication Applications (3)

This course provides students with an understanding of how various traditional and social media communication platforms effectively deliver key messages to different targeted audiences. Tactical communication products such as news releases, social media postings, blogs, e-commerce networks, special events, video and graphic arts techniques are examined as they are applied to meeting organizational mission and strategic goals. Techniques for measuring the effectiveness of tactical applications in meeting strategic goals are examined. **Prerequisite**

: MEDC 5000

PBRL 5451 Communication Strategies for Investors and Financial Stakeholders (3)

This course addresses the specific communication requirements of the financial stakeholder audience, including discussion of annual reports and meetings, analyst information programs and meetings, shareholder communications, and legal communication requirements. **Prerequisites:** MEDC 5000 and PBRL 5322

PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3)

This course focuses on managing public relations strategies and tactics used in conducting public affairs, public policy lobbying efforts, political campaigning, and government public information functions. Students examine the role of the public affairs practitioner, the role of the media in public affairs, and military public affairs. **Prerequisites:** MEDC 5000 and PBRL 5322

PBRL 5453 Communication Strategies for Nonprofit Organizations (3)

This course addresses the specific public relations strategies needed to effectively manage the communications function within the nonprofit sector of organizations. The challenges of meeting the communication needs of volunteers and donors will be addressed as well as fundraising communication techniques. **Prerequisites:** MEDC 5000 and PBRL 5322

PBRL 5465 Crisis Management Communications (3)

A specialized function of the public relations practice is the management of crisis communications. Students in this course study the relationship of the organization and its culture to the external environment in times of crisis. Risk assessment, preparation of a crisis plan, and use of appropriate media in addressing crisis communication needs are studied. **Prerequisites:** MEDC 5000 and PBRL 5322 or PBRL 4800

PBRL 5550 Topics in Public Relations (3)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of public relations. Topics are timely and of interest to professionals currently working in or pursuing public relations-related careers. **Prerequisites may vary with the topic.** This course may be repeated once for credit if content differs and is appropriate for the student's course of study.

PBRL 5770 Multinational Public Relations (3)

This course focuses on the challenges and opportunities in public relations in a global environment. Students analyze case histories from both U.S.-based multinational companies and non-U.S. multinationals. Study is also directed toward differences in cultures and audiences on each continent. Special attention is given to questions such as: What kind of media works best where? What cultural expectations inform audience decisions and responses? Which techniques are accepted globally? Pitfalls and common errors are examined. Review of major worldwide media

is included. Students develop global public relations strategies and communication plans. **Prerequisites:** MEDC 5000 and PBRL 5322

PHOT - Photography

PHOT 5060 Digital Images and Storytelling (3)

This course covers the digital workflow involved in shooting still images with a digital camera, from the initial capture through processing to output. Students will work with digital single-lens reflex (DSLR) cameras, learn the basics of camera usage, learn how to use Photoshop to digitally process and adjust an image file and then to prepare it for output both in print and for the web. Students will learn how to make still photographs that communicate clearly and expressively. **Prerequisite:** NPRO 5000

PHYS - Physics

PHYS 5500 Physics for Anesthesia (2)

Provides the student an opportunity to correlate physical properties as they apply to the physiology, pathology, and pharmacology of anesthesia. Major emphasis is on states of matter, gas laws, thermodynamics, fluids, theories of narcosis, oxygen and ancillary gas delivery devices, heat, humidification, and pressure regulation. The student engages in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to the client's state of health/wellness as it interacts with culturally diverse populations in the twenty-first century. **Prerequisite:** Enrollment in the nurse anesthesia program.

PROC - Procurement

PROC 5000 Procurement and Acquisitions Management (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

Course Descriptions

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 Negotiations (3)

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

PROC 5850 Logistics (3)

The student reviews the area of physical distribution management, including warehouse management and layout, transportation, and customer service.

PROC 5860 Government Contracting (3)

Students will examine contracting, focusing on complex, non-commercial acquisitions. Through lecture, case study, exercises, and other action teaming activities, students will be challenged to accept their roles as business advisors and to apply ethical principles and sound judgments to resolve contracting issues. **Prerequisite:** PROC 5000 or an equivalent introductory course in procurement and acquisitions management.

PROC 5870 Pricing and Contract Integration (3)

This course reinforces pricing skills taught in the basic Pricing and Negotiation course and further develops skills in pricing, cost analysis, and managing contract issues. Integrated Program Teams (ITPs) are established to resolve simulated case studies. Each ITP is required to demonstrate its ability to recognize, resolve, and provide advice on pricing issues. Students will appropriately use price and cost analysis in developing pre-negotiation objectives so that a fair and reasonable cost or price position can be supported. **Prerequisite:** PROC 5830 or an equivalent basic pricing course, and a general understanding of the government acquisitions process.

PROC 5880 Issues in Procurement and Acquisitions Management (3)

Current and significant issues in procurement and acquisitions 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.

PROC 5890 Government Procurement Law (3)

The law and legal processes associated with government procurement are explored. An overview of government procurement and acquisitions management is presented, with

particular attention given to the legal framework in which these activities must take place.

PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3)

The student is expected to synthesize and integrate the learning experiences acquired in procurement and acquisitions management 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.

PROC 9950 Travel Course-Issues in Procurement & Acquisitions Management (3)

Current and significant issues in procurement and acquisitions 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. This course includes a mandatory short-term travel component.

PSYC 5300 Psychopathology (3)

This course focuses on the understanding and identification of the major psychological disorders as detailed in the current Diagnostic and Statistic Manual of Mental Disorders (APA) and the ICD (WHO). The behavioral manifestations and psychological dynamics of mental disorders will be explored, focusing on therapeutic assessment issues and case conceptualization relevant to counselors and therapists. The course also includes a discussion of practical aspects of dealing with psychopathology in out-patient and in-patient settings.

PSYC 5400 Research Design (3)

This course both examines the role of science and research in counseling psychology and psychotherapy on a theoretical and philosophical level and introduces participants to some of the most relevant methodological issues involved in counseling and psychotherapy research. The first part of the course examines theoretical and general aspects of research in counseling psychology. The importance of process research, evaluation,

contexts. The course is typically taken for one credit hour over three terms. Consequently, this course may be repeated for credit.

PSYC 6300 Internship (3-6)

The internship is a fieldwork experience that provides a supervised transition from learning in the classroom to the professional field of counseling. The internship provides the student with the practical application of counseling knowledge and skills. It consists of 500 hours of professional experience in a qualified institution in the social or health care system which provides the opportunity to perform a variety of activities related to counseling psychology and therapy. The internship must be completed in an approved setting under the supervision of a qualified supervisor.

Program participants are responsible for applying and being accepted to their internship site. A list of approved internship sites is available at the department; students may also complete their internship at another site (locally or internationally) if these sites are approved by the department. In addition to external sites, participants may also apply for an internship position at the on-campus Psychological Counseling Service to complete their internship, or part of their internship, under the supervision of qualified faculty. The internship is graded on the credit/no credit grading option. Duration: 500 hours. This course may be repeated for credit.

Prerequisite: 24 credits must be completed in the program.

READ - Reading Education

READ 5188 Comprehension Strategies (3)

Methods for teaching comprehension strategies to students (K-12) and for helping students understand instructional materials and concepts are areas emphasized. Strategies to improve reading, writing, listening, and studying are analyzed and applied to particular 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 literacy learning in order to develop strategies for problem solving and reflection that leads to effective instruction for all students. Candidates learn both quantitative and qualitative methods for conducting research. **Prerequisite:** Advancement to Candidacy.

review of this important security challenge and will emphasize prevention response and recovery. Students will address and become familiar with warning signs that could telegraph potential acts of violence. Also, students will analyze crisis management teams, post incident trauma, and other critical issues associated with violence in the workplace.

SECR 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in security. The professional seminar supplements the core and elective courses in the area of security management by focusing on issues of current and special interest. Topics might include substantive content areas derived from the Certified Protection Professional Program. 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.

SECR 6000 Integrated Studies in Security Management (3)

The student is expected to synthesize and integrate the learning experiences acquired in security management and to evaluate the research and current topics relative to this major. Techniques used to accomplish those goals may vary. **Prerequisite:** completion of all other required courses in this major.

SECR 9950 Travel Course-Issues in Security Management (3)

This course provides the opportunity for the student to analyze special problem areas in security management such as security education and training; labor problems; bank security; campus security; hospital security; military security; and other general contemporary issues. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

SOCS - Social Science Education

SOCS 5000 Interdisciplinary Course

Students entering the program are required to take the interdisciplinary course. There are opportunities to work across discipline lines with faculty from other departments, to help develop minicourses to meet specific needs, and to work with teachers from all educational levels in a cooperative manner that encourages sharing of knowledge. May be repeated for credit if content differs.

- **Global Awareness (2-3)**

Students explore the issues, philosophies, and methodologies in teaching global awareness education in grades K-12. Topics arising from the present nuclear-age, interdependent civilization, including population, values, the environment, diplomacy, and international economics are addressed. The inclusion of these issues in elementary and secondary school curriculum is also examined.

- **Multiethnic Education (3)**

This course examines issues arising from the debate as to the manner in which curriculum reflects the diversity of American society. This course explores various viewpoints

SOCS 5201 Advancement to Candidacy (0)

In this course, candidates reflect on completed program experiences that demonstrate their attainment of professional and key program goals. Candidates complete a reflective essay about their professional growth experience in the program and impact on student learning. These documents are electronically submitted via the assessment system. Depending on major, candidates may be asked to select the thesis vs non-thesis option. **Prerequisites:** minimum of 9 graduate credit hours in program; at least one required course.

SOCS 5210 In-Service Education (1-4)

Various graduate in-service courses are offered that are not part of the existing curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. **Prerequisite:** prior approval of the advisor. May be repeated for credit if content differs.

SOCS 5230 Cultural Geography (3)

who co-teach, serve on problem-solving teams and consults in schools.

SPED 5300 Communicating with Families and Disabled Persons (3)

The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individuals and their families.

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 and Autism (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 designed for students with severe developmental disabilities and autism.

SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3)

This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities or autism 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.

SPED 5313 Augmentative and Alternative Communication for Students with SDD and Autism (3)

This course introduces strategies for enhancing the functional communication skills of students with severe developmental disabilities or autism. The use of aided and non-aided augmentative strategies are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach.

SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3)

This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, emotional and behavioral disorders. The course content focuses on current issues and practices regarding characteristics, identification, and assessment procedures specific to this population of students with disabilities.

SPED 5315 Assessment, Evaluation, and Diagnosis of Emotional and Behavioral Disorders (3)

Students explore a variety of behavioral and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected emotional and behavioral disorders. Functional behavior assessment and analysis, behavior checklists and rating scales, questionnaires, and interviews will be examined in depth.

with an emphasis on proactive systems change that involves district, school, classroom, and individual student. **Prerequisite:** SPED 5700.

SPED 5702 Secondary Prevention/Targeted Group Interventions (3)

SSSL 6026 School Systems, Superintendency and Leadership: Finance and Management (2)

Emphasis will be placed on the role of federal, state, and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:

1. Demonstrate and apply a basic understanding of the principles of sound financial management.
2. Identify the contribution of education to the economy.
3. Identify the major components of developing, implementing, changing, and evaluating a school district budget.
4. Identify and apply the processes of financial accounting, auditing, and reporting.
5. Identify and apply school finance concepts.
6. Evaluate and reallocate financial resources to improve student results.

SSSL 6027 School Systems, Superintendency and Leadership: Personnel Administration (1)

This course focuses on identifying, analyzing, and developing effective methods of systems/district personnel administration and facilitation. Topics include: statutory and procedural issues; human resources planning; recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations.

SSSL 6028 School Systems, Superintendency and Leadership: Facilities (1)

This course presents a practical based view of school facilities with some introduction to the foundations, techniques, and principles related to the planning, maintenance, and remodeling of schools. This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning. If possible, students will visit both a school construction site and an older campus. Students will then compare the campuses and how they both contribute to the educational environment. Methods of forecasting enrollment also will be studied. The student will:

1. Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
2. Learn the role of the school administrator in modernizing, maintaining, and operating an existing facility.
3. Explore the role of the school administrator in building a new facility.
4. Have hands-on opportunities to forecast enrollment.

SSSL 6029 School Systems, Superintendency and Leadership: Curriculum (2)

This course is designed to increase theoretical and practical knowledge about district curriculum assessment, evaluation, and revision cycle across a school system/district, from K-12. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. The culminating project for this course is to create a comprehensive district curriculum plan that includes but is not limited to the following: narrative description of district and curriculum, assessment plan, evaluation cycle, and revision plan. Students will:

1. Understand broad application/impact and results of curriculum across a school district.
2. Assess and analyze core data in relation to schools and district goals, performance, and learner outcomes
3. Connect learner outcomes to professional development, teacher training, and performance

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:

1. Understand the relationship between effective communication and interpersonal relationships.
2. Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
3. 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.
4. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
5. Explore professional (staff) development and renewal options.
6. 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.
7. Research state law and district policy that direct employee sanction and termination.
8. Develop effective mentoring procedures.
9. Develop supervision alternatives to enhance professional growth and development.
10. Critique evaluation models for non-certificated employees.
11. Understand the relationship between effective communication and interpersonal relationships.
12. Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

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 rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

SSSL 6032: Seminar in School Systems, Superintendency and Leadership: Issues/Politics (2)

The role of the school district superintendent is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of superintendents in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed, and are transforming how a superintendent provides leadership. This course is designed for aspiring superintendents and focuses on understanding a broad range of issues that are critical to the success of new superintendents. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of superintendents to provide a framework identifying and analyzing problems and discriminating among alternative courses of action.

Course Descriptions

Requisites: The student must have completed 12 graduate credit hours from Webster University, or be a Webster alumnus who enrolls in the course as a non-degree seeking student.