Editor’s note: This current catalog will remain in use during the 2005–2006 and 2006–2007 academic years. Updates to curriculum, admissions requirements, and academic policies and procedures that occur between catalog printings will be highlighted in color and made available via the online Graduate Studies Catalog at www.webster.edu/gradcatalog.
Webster University

For Additional Information
Academic Advising
1-800-WU-ADVIS
Or
1-800-982-3847

Follett Bookstore
1-888-467-5657
314-968-5936
(St. Louis only)

M.B.S. Direct
1-800-325-3252

Financial Aid
1-800-WU-FINAD
or
1-800-983-4623

Library
1-800-WU-LIBRY
or
1-800-987-4279

Registrar
1-800-WU-REGIS
or
1-800-987-3447

M.A.T.
1-800-75-ENROLL
or
1-800-753-6765

Academic Affairs
1-800-981-9802

Alumni
1-800-305-2586

Business Office
1-800-981-9803

Career Services
1-800-981-9805

General Switchboard
1-800-981-9801

Student Affairs
1-800-981-9804

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

For general information or application materials, please contact:

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

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

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

International Students to U.S. Campuses
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 or 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 Locations, Degrees, and Majors section of this catalog).

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

• Master of Science in Nursing
• Educational Specialist
• Combined Bachelor of Science in Nursing/Master of Science in Nursing
• Doctor of Management

Not all degrees and majors are offered at every Webster University location. A schedule of courses for the academic year is available at all Webster University locations that offer degree programs. The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and Webster University. The provisions of this catalog will ordinarily be applied as stated. However, Webster University reserves the right to change any statement made in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. The student is responsible for knowing graduation requirements for his or her degree program.

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

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

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

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

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

2005–2006 Academic Calendar

**Summer 2005** .......................... May 30–July 29
Fall 2005
August 15 . . . . . . First day of Term 1 and semester classes
October 14 . . . . . . Last day of Term 1 classes
October 17 . . . . . . First day of Term 2 classes
December 16 . . . . . . Last day of Term 2 and semester classes

**Spring 2006**
January 9 . . . . . . First day of Term 1 and semester classes
March 10 . . . . . . Last day of Term 1 classes
March 13–17 . . . . . . Spring Break—no classes
March 20 . . . . . . First day of Term 2 classes
May 19 . . . . . . Last day of Term 2 and semester classes

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


**Summer 2005** .......................... June 6–July 29
Fall 2005
August 22 . . . . . . First day of Term 1 and semester classes
October 14 . . . . . . Last day of Term 1 classes
October 17–21 . . . . . . Fall Break—no classes
October 24 . . . . . . First day of Term 2 classes
December 16 . . . . . . Last day of Term 2 and semester classes

**Spring 2006**
January 17 . . . . . . First day of Term 1 and semester classes
March 11 . . . . . . Last day of Term 1 classes
March 13–17 . . . . . . Spring Break—no classes
March 20 . . . . . . First day of Term 2 classes
May 12 . . . . . . Last day of Term 2 and semester classes

**Holiday Schedule**
May 30, 2005 . . . . . . Memorial Day
July 4, 2005 . . . . . . Independence Day
September 5, 2005 . . . . . Labor Day
November 11, 2005 . . . . . *Veterans Day
November 24, 2005 . . . . . Thanksgiving Day
November 25, 2005 . . . . . Thanksgiving Friday
January 16, 2006 . . . . . Martin Luther King Day

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**2006–2007 Academic Calendar**

**Summer 2006** .......................... May 29 – July 28
Fall 2006
August 14 . . . . . . First day of Term 1 and semester classes
October 13 . . . . . . Last day of Term 1 classes
October 16 . . . . . . First day of Term 2 classes
December 15 . . . . . . Last day of Term 2 and semester classes

**Spring 2007**
January 8 . . . . . . First day of Term 1 and semester classes
March 9 . . . . . . Last day of Term 1 classes
March 12–16 . . . . . . Spring Break—no classes
March 19 . . . . . . First day of Term 2 classes
May 18 . . . . . . Last day of Term 1 and semester classes

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


**Summer 2006** .......................... June 5 – July 28
Fall 2006
August 21 . . . . . . First day of Term 1 and semester classes
October 13 . . . . . . Last day of Term 1 classes
October 16–20 . . . . . . Fall Break—no classes
October 23 . . . . . . First day of Term 2 classes
December 15 . . . . . . Last day of Term 2 and semester classes

**Spring 2007**
January 15 . . . . . . First day of Term 1 and semester classes
March 9 . . . . . . Last day of Term 1 classes
March 12–16 . . . . . . Spring Break—no classes
March 19 . . . . . . First day of Term 2 classes
May 11 . . . . . . Last day of Term 2 and semester classes

**Holiday Schedule**
May 29, 2006 . . . . . . Memorial Day
July 4, 2006 . . . . . . Independence Day
September 4, 2006 . . . . . Labor Day
November 11, 2006 . . . . . *Veterans Day
November 23, 2006 . . . . . Thanksgiving Day
November 24, 2006 . . . . . Thanksgiving Friday
January 15, 2007 . . . . . Martin Luther King, Jr. Day

*At U.S. extended campuses only; not in St. Louis area or international campuses.
President’s Message

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

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

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

The world is undergoing rapid and continuous change in virtually
every realm: political, economic, managerial, scientific, and the arts. New
knowledge and new ideas are supersed ing older forms at an ever more
rapid rate. Political boundaries and alliances are in flux; commerce has
become global; new technology has changed how we communicate, how
we transact business, and the process of human interaction; and there is
greater diversity among the people we encounter at work and at school.
Because of this “new world,” continuing higher education has become a
necessity for professional advancement and for the full enjoyment of life.

Webster University’s mission is to help you clearly achieve your educa-
tional objectives through a quality education second to none, and equip
you to be a lifelong learner. Congratulations on your choosing Webster
University to help provide a better future for you and your family.

We welcome you to the Webster Family,

Richard S. Meyers
President
Webster University

Mission and Scope of Webster University
Webster University is an independent, comprehensive, nondenominational, multicampus, international university with undergraduate and graduate programs in various disciplines including the liberal arts, the fine and performing arts, teacher education, communications, and business. Webster University combines the cultural and intellectual legacies of the past with a pragmatic concern for meeting the challenges of the present and the future.

In doing so, Webster University:
- creates a student-centered environment accessible to individuals of diverse ages, cultures, and socioeconomic backgrounds;
- sustains a personalized approach to education through small classes and close relationships among faculty and students;
- develops educational programs that join theory and practice and instill in students the spirit of systematic inquiry;
- encourages creativity, scholarship, and individual enterprise in its students and faculty;
- promotes international perspectives in the curriculum and among students and faculty;
- encourages in its students a critical cast of mind, a respect for diversity, and an understanding of their own and others’ values;
- fosters in its students a lifelong desire to learn and a commitment to contribute actively to their communities and the world;
- educates diverse populations locally, regionally, nationally, and internationally;
- strengthens the communities it serves through support of civic, cultural, corporate, and educational organizations.

Webster University was established in 1915 in Webster Groves, Missouri. The University now serves students at its home campus, at four other locations in metropolitan St. Louis; on military bases across the United States; at campuses in 42 other U.S. cities; and internationally at four European campuses, in Bermuda, and five in Asia.

Accreditation and Memberships
Webster University is accredited by The Higher Learning Commission and is a member of the North Central Association, 312-263-0456, www.ncahighered.org.

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

Licensure/Approvals and Specialized Accreditation Licensure

- **Arizona:** Master’s degree programs at Luke AFB are licensed by the Arizona State Board for Private Postsecondary Education. If you have any complaint or grievance which you cannot resolve with the school, write or call:
  
  Arizona State Board for Private Postsecondary Education
  1400 West Washington, Room 260
  Phoenix, AZ 85007
  Telephone: 602-542-5709

- **Arkansas:** The Metropolitan Campuses at Little Rock, Fort Smith, and Fayetteville are certified by the Arkansas Commission on Higher Education. State Board of Higher Education certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations implementing Arkansas Code 6-61-30. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

- **California:** “Notice of Student Rights” in California—You may cancel your contract for school, without any penalty or obligations, by the fifth business day following your first class as described in the Notice of Cancellation form that will be given to you. Read the Notice of Cancellation form for any explanation of your cancellation rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample copy. After the end of the cancellation period, you also have the right to stop school at any time, and you have the right to receive a refund for the part of the course not taken. Your refund rights are described in the contract. If you lose your contract, ask the school for a description of the refund policy. If the school closes before you graduate, you may be entitled to a refund.
  
  If you have any complaints, questions, or problems which you cannot work out with the school, write or call:

  Bureau for Private Postsecondary and Vocational Education
  P.O. Box 980818
  West Sacramento, CA 95798-0818
  Telephone: 916-445-3427

- **Bermuda:** Master’s degree programs in Bermuda are approved by the Bermuda Ministry of Education.

- **Colorado:** The Metropolitan Campuses at Colorado Springs and Denver are authorized to offer master’s degrees by the Colorado Commission on Higher Education.

- **District of Columbia:** Master’s degree programs at Bolling AFB in Washington, D.C., are licensed by the District of Columbia Educational Institution Licensure Commission.

- **Florida:** Master’s degree programs at the metropolitan campuses in Orlando, Jacksonville, Lakeland, Brandon, Merritt Island, Ocala, Palm Bay, Sarasota, and at NAS Jacksonville and Patrick AFB are licensed by the Florida Commission for Independent Education. Credits and degrees earned from colleges licensed by this board do not automatically qualify the holder to participate in professional licensing examinations in the State of Florida. Any person interested in practicing a regulated profession in Florida should contact the appropriate state regulatory agency.

  For further information about the status of Webster University’s programs in Florida, contact:
  
  Florida Department of Education
  Commission for Independent Education
  2650 Apalachee Parkway, Suite A
  Tallahassee, FL 32301
  Telephone: 850-488-9504

- **Illinois:** The Metropolitan Campus in Crystal Lake and master’s degree programs at Great Lakes Naval Base and Scott Air Force Base are approved by the Illinois Board of Higher Education.

- **Kentucky:** The Metropolitan Campus at Louisville is licensed by the Kentucky Council on Post-Secondary Education.

- **South Carolina:** The Metropolitan Campuses in Charleston, Columbia, Greenville, and Myrtle Beach are licensed by the:

  Commission on Higher Education
  1333 Main Street, Suite 200
  Columbia, SC 29201
  Telephone: 803-737-2288

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, students may contact Nonpublic Institution Licensing of the Commission on Higher Education.

For more information, visit the website at www.ncahigherlearningcommission.org.
Webster University

Graduate Program

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 Hospital Administrators.

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

Statement of Ethics

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

1. The opportunity for students to learn and inquire freely
2. The protection of intellectual freedom and the rights of professors to teach
3. 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:

1. Preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty
2. Treat others with respect and dignity
3. Respect the rights and property of others
4. 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.

Emerson Library

Webster University’s new five-story Emerson Library, completed in 2003, is centrally located in the University’s academic corridor and features the latest in information technology, including multimedia facilities, a reference/electronic commons, an electronic classroom, and a 24-hour cybercafé. Emerson Library houses a growing collection of more than 200,000 volumes of monographs, rare books, periodicals, videos, and other media and has seating for over 700 in a variety of individual
and group study spaces. Special Collections of the library include the Harry James Cargas Literature and Holocaust Collection, the Henrietta Maizner Hochschild Children's Literature Collection, the Curriculum Collection, and the University Archives. As part of a joint library system with Eden Theological Seminary's Luhr Library, students, faculty, and staff of both Webster and Eden enjoy reciprocal resources and services of both Emerson and Luhr Libraries, including the fine collection of materials on religion and related subjects located in Luhr Library.

Through continuing technological innovation, the library provides a variety of online resources to faculty, students, and staff, including an online integrated research system called PASSPORTS (http://library.webster.edu). PASSPORTS is the library's WWW site, integrating online services, Internet resources and online databases for student and faculty research. PASSPORTS is accessible from campus, home, or office and provides 24 hour access to Bridges, the library's online catalog; MOBIUS, a statewide consortium; over 100 online and full-text databases; Internet resources; and online services, including reference and electronic reserves.

The library's Reference/Electronic Commons is the central service point in the library for electronic and traditional research. Here users have access to the latest equipment, worldwide resources, and professional research assistance and training needed for scholarship. This area includes over twenty state-of-the-art online research workstations and 21,000 reference volumes. A Media Listening/Viewing Center offers a growing multimedia collection with twenty listening/viewing rooms and stations. An electronic classroom is available for hands-on instruction in the fast-changing world of libraries and information industry.

The library features twenty group study rooms seating from four to ten people. As education becomes more experiential and collaborative, these spaces provide essential space for group research and projects. Each space is fully wired for electronic as well as traditional research and study. The library also offers a variety of individual study environments, including study carrels with task lighting and network connections. Open reading areas on the upper level of the library include individual and group seating and are fully wired for electronic and traditional research. A large Lecture/Conference Room provides space for both instruction and meetings.

Jazzyman's Cybercafé offers café fare and provides an informal and lively meeting place that is accessible 24 hours per day. Over twenty multi-function, networked workstations are available for student use of email and online research resources. On the top floor of the library, a Faculty Development Center includes the latest multi-media equipment and resources for teaching and learning excellence as faculty incorporate technology into the curriculum.
Executive Vice President’s Message

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

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

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

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

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

Graduate Studies Mission Statement

The graduate mission of Webster University embraces the general mission statement of the University and defines the day-to-day implementation of the emphasis on excellence in teaching.

Program development aims to extend and enhance teaching in order to educate students to be lifelong, independent learners in an international community increasingly characterized by interdependence, uncertainty, and changing values.

Graduate studies at Webster University:

• Foster in students a lifelong desire to learn, a commitment to contribute actively to their communities and the world, an appreciation of the cultural legacies of the past, a pragmatic concern for meeting the challenges of the present and the future, a critical perspective, a respect for diversity, and an understanding of their own and others’ values.

• Create a student-centered environment accessible to individuals of diverse ages, cultures, and socioeconomic backgrounds and sustain a personalized approach to education.

• There is a strong commitment to provide graduate programs that allow students to achieve the best education for each individual’s particular talents, interests, and goals in an environment that emphasizes service to students.

• Develop educational programs that join theory and practice and instill in students the spirit of systematic inquiry.

• A curriculum taught by professional practitioners and professional educators ensures that a student’s education is a successful blend of theoretical and practical knowledge.

• Stimulate creativity, scholarship, and individual enterprise in its students and faculty.

• The primary impact of this creativity and scholarship is found in the classroom as faculty and students integrate new ideas and alternative approaches into their teaching and learning activities.

• Embody international experience in curricula.

• The graduate programs include the international dimension most directly in the international business and international relations curricula.

• Educate diverse populations locally, regionally, nationally, and internationally.

• Courses and curricula are designed to meet the educational needs of specific target groups across geographic boundaries.

• Enrich students and their communities through service to social, civic, cultural, corporate, and educational organizations.

• The graduate programs identify and develop opportunities for creating community linkages to enhance education.
Graduate Program

Locations, Degrees, and Majors

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

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

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

Continental United States

Arizona
Luke Air Force Base
56 MSS/DPEE
7383 North Litchfield Road, Suite 3147
Luke AFB, AZ 85309-1555
623-536-6880 Fax: 623-536-6882
e-mail: luke@webster.edu
Master of Business Administration
Master of Arts
business and organizational security management
computer resources and information management
human resources management
management and leadership
public administration

Arkansas
Fayetteville Metropolitan Campus*
3448 North College Avenue
Fayetteville, AR 72703
479-571-1511 or 800-950-9945 Fax: 479-571-3511
e-mail: fayetteville@webster.edu
Master of Business Administration
Master of Arts
computer resources and information management
human resources development
human resources management
management and leadership

Fort Smith Metropolitan Campus
801 Carnall Avenue
Fort Smith, AR 72901
479-484-7747 Fax: 479-484-9330
e-mail: Fortsmith@webster.edu
Master of Business Administration
Master of Arts
computer resources and information management
human resources management

Little Rock Air Force Base, Jacksonville
840 Leadership Drive
P.O. Box 1280
Jacksonville, AR 72099
501-988-5331 Fax: 501-988-1571
e-mail: littlerockafb@webster.edu
Master of Business Administration
Master of Arts
computer resources and information management
human resources management
public administration

Little Rock Metropolitan Campus*
200 West Capitol Avenue, Suite 1500
Little Rock, AR 72201
1-800-828-2598 or 501-375-1511
Fax: 501-375-1623
e-mail: littlerock@webster.edu
Master of Business Administration
Master of Arts
business and organizational security management
health services management
human resources management
international business

California
Edwards Air Force Base
95 MSS/DPEE
140 Methusa Avenue
Edwards AFB, CA 93524-1400
661-258-8501 Fax: 661-258-8507
e-mail: edwards@webster.edu
Master of Business Administration
Master of Arts
computer resources and information management
human resources management

Fort Irwin
P.O. Box 11100
Ft. Irwin, CA 92310
760-386-7989 Fax: 760-386-4140
e-mail: irwin@webster.edu
Master of Business Administration
Master of Arts
computer resources and information management
human resources management
management and leadership

Irvine Metropolitan Campus*
2151 Michelson, Suite 160
Irvine, CA 92612
949-250-7855 Fax: 949-250-7854
e-mail: irvine@webster.edu
Master of Business Administration
Master of Arts
computer resources and information management
counseling
human resources management
international business
management and leadership
Bachelor of Arts (degree completion only)
management
management (without an area of emphasis)
human resource management emphasis
marketing emphasis
psychology

Los Angeles Air Force Base
61 MSS/DPEE
2420 Vela Way, Suite 1467
El Segundo, CA 90245-4659
310-297-4955 Fax: 310-297-4953
e-mail: losangeles@webster.edu
Master of Business Administration
Master of Arts
computer resources and information management
management and leadership
Graduate Program

Locations, Degrees, and Majors

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

Master of Business Administration
Master of Arts
counseling
international business
Bachelor of Arts (degree completion only)
management
management (without an area of emphasis)
human resource management emphasis
marketing emphasis
psychology
San Diego Metropolitan Campus*
6480 Weathers Place, Suite 104
San Diego, CA 92121-3911
858-458-9310 Fax: 858-458-0914
e-mail: sandiego@webster.edu

Master of Business Administration
Master of Arts
business and organizational security management
health services management
human resources management
Bachelor of Arts (degree completion only)
management (without an area of emphasis)

Colorado
Colorado Springs Metropolitan Campus*
1485 Kelly Johnson Blvd., Suite 300
Colorado Springs, CO 80920-3911
719-590-7340 Fax: 719-590-7343
e-mail: coloradosprings@webster.edu

Master of Business Administration
Master of Arts
computer resources and information management
human resources development
human resource management
management and leadership
procurement and acquisitions management

Master of Science
space systems operations management

Denver Metropolitan Campus*
9250 East Costilla Avenue, Suite 310
Greenwood Village, CO 80112
303-708-8305 Fax: 303-708-8439
e-mail: denver@webster.edu

Master of Business Administration
Master of Arts
business
human resources development
human resources management
management and leadership
telecommunications management

Master of Science
space systems operations management

Peterson Air Force Base, Colorado Springs
Education Office
301 West Stewart Avenue, Suite 113E
Peterson AFB, CO 80914-1450
719-574-7562 Fax: 719-574-2333

Master of Arts
computer resources and information management
procurement and acquisitions management

Master of Science
space systems operations management

District of Columbia
Bolling Air Force Base*
P.O. Box 8171
Washington, DC 20032-8171
202-561-4382 Fax: 202-561-7263
e-mail: bolling@webster.edu

Master of Business Administration
Master of Arts
business and organizational security management
computer resources and information management
human resources management
management and leadership
procurement and acquisitions management

Florida
Jacksonville Metropolitan Campus*
At Conference Center at the Avenues, Suite 2
6104 Gazebo Park Place South
Jacksonville, FL 32257
904-268-3037 Fax: 904-268-3037
e-mail: jacksonville@webster.edu

Master of Business Administration
Master of Arts
business
counseling
computer resources and information management
finance
human resources development
human resources management
management and leadership
media communications
procurement and acquisitions management

Lakeland & Brandon Metropolitan Campus*
101 West Main Street, Suite 150
Lakeland, FL 33815
863-687-9309 Fax: 863-687-9062
e-mail: lakeland@webster.edu

Master of Business Administration
Master of Arts
computer resources and information management
counseling
Locations, Degrees, and Majors

Merritt Island Metropolitan Campus*
150 North Sykes Creek Parkway, Suite 200
Merritt Island, FL 32953
321-449-4500 Fax: 321-454-7799
e-mail: spacecoast@webster.edu

Master of Business Administration
Master of Arts
business
business and organizational security management
counseling
human resources development
human resources management
management and leadership
procurement and acquisitions management

Master of Science
computer science/distributed systems

Naval Air Station, Jacksonville
Navy Campus Education Center
Building 110, Box 137
Naval Air Station
Jacksonville, FL 32212-5000
904-779-7124 Fax: 904-779-1247
e-mail: nasjacksonville@webster.edu

Master of Business Administration
Master of Arts
computer resources and information management
human resources management
management and leadership
procurement and acquisitions management

Ocala Metropolitan Campus*
3405 S W College Road, Suite 113
Ocala, FL 34474
352-861-9330 Fax: 352-861-9333
e-mail: ocala@webster.edu

Master of Business Administration
Master of Arts
counseling
health services management
human resources development
human resources management
management and leadership

Orlando Area
North Orlando Metropolitan Campus*
Sanlando Center
2180 W. SR 434, Suite 5100
Longwood, FL 32779
407-869-8111 x120 for operator Fax: 407-869-8623
e-mail: orlando@webster.edu

South Orlando Metropolitan Campus*
Westwood Center
6750 Forum Drive, Suite 300
Orlando, FL 32821
407-345-1139 x200 for operator Fax: 407-345-0377
e-mail: southorlando@webster.edu

Master of Business Administration
Master of Arts
computer resources and information management
counseling
finance

health services management
human resources development
human resources management
international business
management and leadership
marketing

Master of Science
computer science/distributed systems
computer science/distributed systems and information management

Bachelor of Arts (degree completion only)
management
management (without an area of emphasis)
health care administration emphasis
human resource management emphasis

Bachelor of Science (degree completion only)
accounting
business administration

Minors/Certificates
computer applications minor
web site development certificate

Palm Bay Campus*
250 Community College Parkway
Palm Bay, FL 32909
321-956-6700 Fax: 321-956-6525
e-mail: palmbay@webster.edu

Master of Business Administration
Master of Arts
counseling
management and leadership

Master of Science
computer science/distributed systems

Patrick Air Force Base
1020 Central Avenue, Suite C-15
Patrick AFB, FL 32925-2955
321-868-5194 Fax: 321-868-5174
e-mail: patrick@webster.edu

Master of Business Administration
Master of Arts
counseling
management and leadership
human resources management
management and leadership

Master of Science
computer science/distributed systems

Sarasota Metropolitan Campus
8043 Cooper Creek Blvd., Suite 101
University Park, FL 34201
941-358-3840 Fax: 941-358-3816
e-mail: sarasota@webster.edu

Master of Business Administration
Master of Arts
counseling
human resources development
human resources management
management and leadership
Locations, Degrees, and Majors

Georgia
Fort Stewart
Army Education Center
100 Knowledge Drive
Fort Stewart, GA 31314-5056
912-876-8080 Fax: 912-876-8084
e-mail: stewart@webster.edu

Master of Business Administration

Master of Arts
computer resources and information management
human resources management
management and leadership

Great Lakes Naval Base, Lake County
Navy College Office
Building 617 Room 201
2221 MacDonough Street
Great Lakes, IL 60088
847-578-0974 Fax: 847-578-1358
e-mail: chicago@webster.edu

Master of Business Administration

Master of Arts
business and organizational security management
human resources development
management and leadership

Hunter Army Airfield
P. O. Box 42029
Building 1290, Room 12
169 Markwell Street
Hunter AAF, GA 31409-0029
912-354-0033 Fax: 912-354-0039
e-mail: hunter@webster.edu

Master of Business Administration

Master of Arts
computer resources and information management
human resources management
management and leadership

Scott Air Force Base
375 MSS/DPE
604 Tyler Street, Room 61
Scott AFB, IL 62225-5420
618-746-4747 or 618-256-3124 Fax: 618-746-2315
e-mail: scott@webster.edu

Master of Arts
computer resources and information management
human resources development
management and leadership

Moody AFB
347 MSS/DPE
3010 Robinson Road
Moody AFB, GA 31699-1518
229-257-1775 Fax: 229-245-8008
e-mail: broaden@webster.edu

Master of Business Administration

Master of Arts
computer resources and information management
human resources management
management and leadership

Kansas
Fort Leavenworth (CGSC)*
P. O. Box 3134
Ft. Leavenworth, KS 66027
DSN 552-7351
913-682-1922 Fax: 913-682-7746
e-mail: leavenworth@webster.edu

Master of Business Administration

Master of Arts
computer resources and information management
human resources development
management and leadership
procurement and acquisitions management

Illinois
Crystal Lake Metropolitan Campus, McHenry County
100 South Main Street
Crystal Lake, IL 60014
815-356-9619 Fax: 815-356-9646
e-mail: chicago@webster.edu

Master of Business Administration

Master of Arts
business and organizational security management
counseling
human resources development
management and leadership

McConnell Air Force Base, Wichita
22 MSS/DPE
53474 Lawrence Court
McConnell AFB, KS 67221
316-686-6841 Fax: 316-686-6882
e-mail: mcconnell@webster.edu

Master of Business Administration

Master of Arts
business
business and organizational security management
counter terrorism management
human resources development
management and leadership

Master of Arts in Teaching
multidisciplinary studies
## Locations, Degrees, and Majors

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

**Master of Business Administration**
- **Master of Arts**
  - business
  - computer resources and information management
  - human resources development
  - human resources management
  - management and leadership
  - media communications

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

**Master of Business Administration**
- **Master of Arts**
  - international relations

### Massachusetts
**Hanscom Air Force Base**
Education Center
Building 1728
29 Chennault Street
Hanscom AFB, MA 01731

**Master of Arts**
- computer resources and information management
- human resource management

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

**Master of Business Administration**
- **Master of Arts**
  - business and organizational security management
  - computer resources and information management
  - human resources development
  - human resources management
  - management and leadership
  - public administration

**Master of Science**
- environmental management

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

**Master of Business Administration**
**Master of Arts**
- business
- computer resources and information management
- counseling
- health services management
- human resources development
- human resources management
- legal analysis
- management and leadership
- marketing
- telecommunications management

**Master of Arts in Teaching**
- multidisciplinary studies

**Master of Science**
- finance

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

**Bachelor of Science in Nursing**

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

**Master of Business Administration**
**Master of Arts**
- business and organizational security management
- computer resources and information management
- health services management
- human resources development
- human resources management
- management and leadership

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

**Master of Business Administration**
**Master of Arts**
- counseling
## Locations, Degrees, and Majors

### St. Louis Home Campus*

- **470 East Lockwood Avenue**
- Webster Groves, MO 63119-3194
- 314-968-7100 Fax: 314-968-7116

**Doctor of Management**

**Master of Business Administration**

**Master of Arts**
- art
- business
- computer resources and information management
- counseling
- finance
- gerontology
- health services management
- human resources development
- human resources management
- international business
- international relations
- legal analysis
- legal studies
- management and leadership
- marketing
- media communications
- music
- patent agency
- quality management

**Combined Bachelor of Arts/Master of Arts**

**Master of Arts in Teaching**
- communication arts
- early childhood education
- educational technology
- mathematics
- multidisciplinary studies
- science
- social science
- special education
- individualized major

**Education Specialist**
- education leadership

**Master of Fine Arts**
- arts management and leadership

**Master of Music**

**Combined Bachelor of Music/Master of Music**

**Master of Science**
- computer science/distributed systems

**Graduate Certificate in Computer Science/Distributed Systems**

**Bachelor of Arts**

**Bachelor of Science**

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### St. Louis Downtown Campus*

- **911 Washington Avenue**
- St. Louis, MO 63101
- 314-968-5966 Fax: 314-621-9232
e-mail: downtown@webster.edu

**Master of Business Administration**

**Master of Arts**
- business
- computer resources and information management
- human resources development
- human resources management
- legal studies
- management and leadership

**Master of Science**
- computer science/distributed systems

**Graduate Certificate in Computer Science/Distributed Systems**

**Bachelor of Arts**

**Bachelor of Science**

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### St. Louis West Port Plaza Campus*

- **11885 Lackland Road**
- Maryland Heights, MO 63146
- 314-968-5955 Fax: 314-291-5099
e-mail: mkunde@webster.edu

**Master of Business Administration**

**Master of Arts**
- business
- computer resources and information management
- finance
- human resources development
- human resources management
- international business
- management and leadership
- marketing
- procurement and acquisitions management
- telecommunications management

**Master of Science**
- computer science/distributed systems
- finance

**Graduate Certificate in Computer Science/Distributed Systems**

**Bachelor of Arts**

**Bachelor of Science**

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### St. Charles County WingHaven Campus

- **Midwest BankCentre**
- 2299 Technology Drive, Suite 300
- O’Fallon, MO 63366
- 636-561-2400 Fax: 636-625-2522
e-mail: mkunde@webster.edu

**Master of Business Administration**

**Master of Arts**
- computer resources and information management
- human resources management
- management and leadership

**Master of Science**
- finance

**Bachelor of Arts**

**Bachelor of Science**

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Locations, Degrees, and Majors

**Whiteman Air Force Base, Knob Noster**
Education Center Building
470 Vandenberg Avenue, Suite 126
P.O. Box 6099
Whiteman AFB, MO 65305-6099
660-563-2006 Fax: 660-563-3666
e-mail: whiteman@webster.edu

**Master of Business Administration**
**Master of Arts**
- computer resources and information management
- human resources development
- management and leadership

**New Mexico**
**Albuquerque Metropolitan Campus**
8500 Menaul NE, Suite B395
Albuquerque, NM 87112
505-292-6988 Fax: 505-275-8998
e-mail: albuquerque@webster.edu

**Master of Arts**
- business
- business and organizational security management counseling
- human resources development
- management and leadership

**Kirtland Air Force Base, Albuquerque**
PO. Box 18048
Albuquerque, NM 87185-8048
505-255-3645 Fax: 505-255-3695
e-mail: kirtland@webster.edu

**Master of Business Administration**
**Master of Arts**
- computer resources and information management
- health services management
- human resources development
- management and leadership

**North Carolina**
**Camp Lejeune Marine Corps Base**
Life Long Learning Center
Building 202, Room 201
Camp Lejeune, NC 28547-0026
910-451-0951 or 910-451-4407 Fax: 910-451-0952
e-mail: lejeune@webster.edu

**Master of Business Administration (online)**
**Master of Arts**
- counseling
- human resources management
- international relations
- public administration

**Fort Bragg**
P.O. Box 71728
Fr. Bragg, NC 28307
910-436-9802 Fax: 910-436-9047
e-mail: ftbragg@webster.edu

**Master of Business Administration**
**Master of Arts**
- business and organizational security management counseling
- human resources development
- human resources management
- international relations procurement and acquisitions management

**Marine Corps Air Station, New River**
Life Long Learning Center
Bldg. AS 213, Room 202
P. O. Box 10026 NH
Camp Lejeune, NC 28547-0026
910-449-6997 Fax: 910-449-6999
e-mail: newriver@webster.edu

**Master of Business Administration (online)**
**Master of Arts**
- business and organizational security management counseling
- human resources development
- management and leadership

**Pope Air Force Base**
43 MSS/DPE
384 Maynard Street, Suite A
Pope AFB, NC 28308-2373
910-436-0014 Fax: 910-436-0198
e-mail: pope@webster.edu

**Master of Business Administration**
**Master of Arts**
- business and organizational security management counseling
- computer resources and information management
- human resources development
- international relations procurement and acquisitions management
- management and leadership
- public administration

†-Program is limited to active-duty military, their immediate family, and qualified DOD employees.

**Oklahoma**
**Fort Sill, Lawton**
Army Education Center
3281 N. Sheridan Road
Fort Sill, OK 73503-5100
580-353-5766 Fax: 580-353-0280
e-mail: sill@webster.edu

**Master of Arts**
- computer resources and information management
- human resources management
- management and leadership
## Locations, Degrees, and Majors

**Tinker Air Force Base, Oklahoma City**  
72 MSS/DPEE  
Tinker AFB, OK 73145  
405-732-7110 or 405-739-3518 Fax: 405-732-7253  
e-mail: tinker@webster.edu  
**Master of Arts**  
- computer resources and information management  
- management and leadership

**South Carolina**

**Charleston Air Force Base**  
101 West Hill Blvd.  
Charleston AFB, SC 29404-4703  
843-767-2278  
**Master of Arts**  
- management and leadership

**Charleston Metropolitan Campus***  
5300 International Blvd.  
North Charleston, SC 29418  
843-760-1324 Fax: 843-760-1153  
e-mail: charleston@webster.edu  
**Master of Business Administration**  
**Master of Arts**  
- business  
- computer resources and information management  
- counseling  
- human resources development  
- human resources management  
- management and leadership

**Columbia Metropolitan Campus**  
8911 Farrow Road  
Suite 101  
Columbia, SC 29203  
803-699-0900 Fax: 803-699-2488  
e-mail: columbia@webster.edu  
**Master of Business Administration**  
**Master of Arts**  
- business  
- computer resources and information management  
- counseling  
- health services management  
- human resources development  
- human resources management  
- management and leadership

**Fort Jackson**  
P.O. Box 10328  
Fort Jackson, SC 29207  
803-738-0603 Fax: 803-738-0338  
e-mail: jackson@webster.edu  
**Master of Business Administration**  
**Master of Arts**  
- computer resources and information management  
- human resources management  
- management and leadership

**Greenville Metropolitan Campus***  
250 Commonwealth Drive, Suite 109  
Greenville, SC 29615  
864-676-9002 Fax: 864-676-0601  
e-mail: greenville@webster.edu  
www.webster.edu/greenville  
**Master of Business Administration**  
**Master of Arts**  
- computer resources and information management  
- human resources development  
- human resources management  
- management and leadership

**Myrtle Beach Metropolitan Campus***  
4589 Oleander Drive  
Myrtle Beach, SC 29577  
843-497-3677 Fax: 843-497-9268  
e-mail: myrtlebeach@webster.edu  
**Master of Business Administration**  
**Master of Arts**  
- business  
- computer resources and information management  
- counseling  
- human resources development  
- management and leadership

**Shaw Air Force Base***  
Education Center, 20 MSS/DPE  
398 Shaw Drive  
Shaw AFB, SC 29152  
803-666-2254 Fax: 803-666-2287  
e-mail: shaw@webster.edu  
**Master of Business Administration**  
**Master of Arts**  
- computer resources and information management  
- counseling

**U.S. Marine Corps Air Station, Beaufort**  
843-228-7490 Fax: 843-524-1902  
**Master of Business Administration**  
**Master of Arts**  
- business and organizational security management  
- computer resources and information management  
- human resources development  
- management and leadership

**U.S. Marine Corps Recruit Training Depot, Parris Island**  
843-228-3700 Fax: 843-524-1902  
**Master of Business Administration**  
**Master of Arts**  
- business and organizational security management  
- computer resources and information management  
- human resources development  
- management and leadership
Locations, Degrees, and Majors

U.S. Naval Hospital, Beaufort
PO. Box 6168-C, Rooms 407-409
Beaufort, SC 29902
843-524-1851 Fax: 843-524-1902
e-mail: beaufort@webster.edu
Master of Business Administration
Master of Arts
business and organizational security management
computer resources and information management
human resources development
management and leadership

Tennessee
Memphis Naval Support Activity Mid-South
Navy College Office
5722 Integrity Drive
NSA Mid-South Building S-241
Millington, TN 38054-5002
901-873-1531 Fax: 901-873-1534
e-mail: memphis@webster.edu
Master of Business Administration
Master of Arts
computer resources and information management
human resources management

Texas
Fort Bliss, El Paso
PO. Box 6077
Building 632, Taylor Street
Fort Bliss, TX 79906
915-562-4400 Fax: 915-562-8635
e-mail: bliss@webster.edu
Master of Business Administration
Master of Arts
computer resources and information management
counseling
health services management
human resources development
management and leadership

Brooks City-Base, San Antonio
311 MSG/DPE
7896 Lindbergh Landing
Brooks City-Base, Texas 78235-5118
210-534-0757 Fax: 210-533-8440
Master of Business Administration
Master of Arts
counseling
human resources development
human resources management
management and leadership

Fort Sam Houston, San Antonio*
Army Continuing Education System
MCCS-BHR-HE (ACES/BLDG 2248)
2408 N. New Braunfels Avenue, Suite 30
Fr. Sam Houston, TX 78234-5030
210-226-3373 Fax: 210-224-1797
e-mail: samhouston@webster.edu
Master of Business Administration
Master of Arts
business
computer resources and information management
health services management
human resources development
management and leadership

Lackland Air Force Base, San Antonio
37 MSS/DPE
Bldg. 5725, Room 156
1550 Wurtsmith St.
Lackland AFB, Texas 78236-5251
210-674-0014 Fax: 210-670-9035
Master of Arts
computer resources and information management
counseling
health services management
human resources development
management and leadership
procurement and acquisitions management
public administration

Utah
Hill AFB, Ogden
Education and Military Training
75 MSS/DPEE
7290 8th Street, Suite 114
Hill AFB, UT 84056-5003
801-779-2061 Fax: 801-779-2062
e-mail: hill@webster.edu
Master of Arts
computer resources and information management
human resources development
human resources management

Salt Lake City Metropolitan Campus
5251 South Greet Street, Suite 300
Salt Lake City, UT 84123
801-281-4801 Fax: 801-281-4804
e-mail: saltlake@webster.edu
Master of Business Administration
Master of Arts
computer resources and information management
human resources management
management and leadership

Virginia
Fort Belvoir
Room 143, Barden Education Center
Fort Belvoir, VA 22060
(202) 391-6778
Master of Arts
procurement and acquisitions management

Washington
Fairchild Air Force Base, Spokane
92 MSS/DPE
6 West Castle Street
Fairchild AFB, WA 99011-9406
509-244-2079 Fax: 509-244-2085
e-mail: fairchild@webster.edu
Master of Business Administration
Master of Arts
computer resources and information management
human resources development
management and leadership
Locations, Degrees, and Majors

International

Austria
Vienna Campus
Admission Officer
Webster University, Vienna
Berchtoldgasse 1
A-1220 Vienna
Austria
Tel. (01) 269 9293 0
From outside Austria: international access code + 43 1 269 9293 0
Fax (01) 269 9293 13
From outside Austria: international access code + 43 1 269 9293 13
Internet: www.webster.ac.at

Master of Business Administration
Master of Arts
  finance
  human resources management
  international business
  international relations
  marketing
Bachelor of Arts
Bachelor of Business Administration
Bachelor of Science

Bermuda
Bermuda Campus
Webster University
P.O. Box 3064
Hamilton HM NX
Bermuda
Tel. (441) 236 6000
Fax (441) 236 8200
e-mail: sneed@webster.edu

Master of Business Administration
Master of Arts
  human resources management
  management and leadership

China
Shanghai Campus
c/o Heng Tong College
Shanghai University of Finance and Economics
369 North Zhongshan 1 Road
Shanghai 200083
PR. China
Tel. (021) 6 536 6000 ext. 2260
From outside China: international access code + 86 21 6 536 6000 ext. 2260
Fax (021) 6 536 1956
From outside China: international access code + 86 21 6 536 1956

Master of Business Administration

The Netherlands
Leiden Campus
Admission Officer
Webster University, Leiden
Boommarkt 1
2311 EA Leiden
The Netherlands
Tel. (071) 5144341
From outside The Netherlands: international access code + 31 71 5144341
Fax (071) 5121241
From outside The Netherlands: international access code + 31 71 5121241
Internet: www.webster.nl

Master of Business Administration
Master of Arts
  business and organizational security management
  international business
  international relations
  management and leadership
  media communications*
  procurement and acquisitions management*

Master of Science
  finance*
Bachelor of Arts
Bachelor of Business Administration
Bachelor of Science

* Some portion of this program requires online courses.

Switzerland
Geneva Campus
Admission Officer
Webster University, Geneva
15, route de Collex
1293 Bellevue
Geneva
Switzerland
Tel. (022) 959 8000
From outside Switzerland: international access code + 41 22 959 8000
Fax (022) 959 8059
From outside Switzerland: international access code + 41 22 959 8059
Internet: www.webster.ch

Master of Business Administration
Master of Arts
  counseling
  health care management (in French)
  human resources development (in French)
  human resources management
  international relations

Master of Science
  finance
Bachelor of Arts
Bachelor of Business Administration
Bachelor of Science
Thailand

Hua Hin/Cha-am Campus
Admissions Office
Maneeya Center (E1)
12th Floor
518/5 Ploenchit Road
Bangkok 10330 Thailand
Tel. (66 2) 652 0705
Fax (66 2) 652 0708
e-mail: admissions@webster.ac.th
Internet: www.webster.ac.th

Master of Business Administration
Master of Arts
- computer resources and information management
- international business
- international relations
- media communications

Bachelor of Arts
Bachelor of Science
Bachelor of Business Administration

United Kingdom

London Campus
Admission Officer
Webster University, Regent's College
Inner Circle, Regent's Park
London NW1 4NS
United Kingdom
Tel. (0207) 487 7452
From outside United Kingdom: international access code +
44 207 487 7452
Fax (0207) 487 7425
From outside United Kingdom: international access code +
44 207 487 7425

Master of Business Administration
Master of Arts
- computer resources and information management
- human resources management
- international business
- international relations
- management and leadership
- marketing

Master of Science
finance

Bachelor of Arts

International Campuses

Webster University's international campuses employ an American system of education with instruction in English. Transfer among the international campuses is encouraged for students who seek to experience a variety of cultures. The curriculum enables the student to transfer from one location to another without interrupting progress toward the degree.

Geneva

Webster University opened its first European campus in Geneva, Switzerland, in 1978. Geneva is the historic center of international cooperation. The European offices of the United Nations, the World Health Organization, the International Labor Organization, the World Council of Churches, and many other international organizations are located there. Since its beginning, the Geneva campus has enrolled students from 100 nations. Additional permanent classroom facilities on campus were dedicated in October 1992.

Hua Hin/Cha-am

Webster's newest campus opened in 1999 near the resort towns of Cha-am and Hua Hin. The residential campus is on the border between Phetchaburi and Prachuap Khiri Khan Provinces. Conveniently accessible from Bangkok and other parts of Thailand by road, rail, and a regional airport, Webster's beautiful new campus provides education, culture, recreation, and exceptional opportunities for an international educational experience.

Leiden

The Leiden campus opened in 1983. Leiden is Holland's premier university city located in the Randstad, the quadrangle formed by Holland's largest cities—Amsterdam, The Hague, Rotterdam, and Utrecht. The headquarters of many European corporations and affiliates of many American companies are located in the Randstad. The Hague, governmental center of The Netherlands, also contains offices of major international organizations and the embassies, consulates, and legations for the nations of the world.

London

The London campus was opened in the fall of 1986. In the fall of 1994, programs were relocated to the 11-acre, full-service campus of Regent's College in Regent's Park in the center of London. Situated in a city of more than 8 million people, the campus offers a cosmopolitan context for learning. One of the world's largest financial centers, London is home to most major American and multinational corporations. From its historic role as heart of the British Commonwealth, London is host to the world.

Paget

Webster's Bermuda campus offers remarkable accessibility to visitors and working professionals alike. The programs enroll Bermudians, foreign nationals, and military personnel. Special study opportunities include off-shore banking and related financial activities.

Shanghai

In the fall of 1996, Webster University opened its joint M.B.A. program in cooperation with the Shanghai University of Finance and Economics. This program, taught in English for Chinese and international residents of Shanghai, enables students to pursue an accredited, American M.B.A. program part time while working in China. In addition to the M.B.A., courses are offered to prepare students for academic work in English.

Vienna

Webster opened its Vienna campus in 1981. Courses have attracted students from more than 80 countries. Vienna is not only one of the world's great cultural centers, renowned for its music, opera, and art, but it is also a dynamic international venue for the United Nations. The UN-Industrial Development Organization, the International Atomic Energy Agency, and OPEC are headquartered there.

Persons interested in enrolling in courses at Webster's international campuses should call 314-968-7433 or 1-800-75-ENROLL (1-800-753-6765).
Academic Organization

Webster University is academically organized into five schools and colleges. In addition to a comprehensive variety of liberal arts and professional undergraduate programs, the University offers graduate education in a large number of disciplines and fields of study.

College of Arts & Sciences
David Carl Wilson, dean
Bruce Umbaugh, associate dean
Degrees offered: B.A., B.S., B.S.N., M.A., M.S., M.S.N.
Departments (8): Behavioral and Social Sciences; Biological Sciences; English; International Languages and Cultures; History, Politics, and International Relations; Nursing; Philosophy; Religious Studies

Leigh Gerdine College of Fine Arts
Peter E. Sargent, dean
Departments (3): Art; Music; Theatre and Dance

School of Business and Technology
Benjamin Ola. Akande, dean
Patricia Masidonski, associate dean
Departments (3): Business; Management; Mathematics and Computer Science

School of Communications
Debra Carpenter, dean
Degrees offered: B.A., M.A.
Departments (2): Communications and Journalism; Electronic and Photographic Media

School of Education
Brenda Fyfe, dean
Degrees offered: B.A., M.A.T., Ed.S.
Departments (2): Learning and Communication Arts; Multidisciplinary Studies
Academic Policies and Procedures

Admission

Admission Requirements

Applicants considered for admission to Webster University’s graduate programs must have earned a recognized baccalaureate degree from an educational institution accredited by one of the six regional accrediting agencies in the United States. Students who completed their university education abroad must have earned an equivalent recognized baccalaureate degree, as determined by Webster University, and must submit official transcripts and the English translation. When necessary, Webster University may require a letter from the Ministry of Education pertaining to educational institutions abroad. Each applicant must submit an official final transcript from the degree-granting institution in order to complete the application file. The admission decision will be made after all required documents are on file with the appropriate office at the University. Applicants for a sequential master of arts (M.A.) or sequential master of business administration (M.B.A.) must submit both undergraduate and graduate transcripts at the time of application if their degree was issued from an institution other than Webster University. Issued-to-student copies are not acceptable. Students who hold a Bachelor of Commerce from a recognized institution in India or Pakistan may apply for programs within the Departments of Business and Management in the School of Business and Technology.

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

1. Application forms are available by mail, Internet, or during the initial advising session with an academic advisor. The advising session serves as both an information opportunity as well as a mandatory admission requirement.

2. The application fee for the degree-seeking student must be submitted with the completed application form or the application form will not be processed. The purpose of the application fee is to initiate the student’s admission file, complete the admission file, and establish it as an official student file in the Office of the Registrar. Graduates of Webster University are exempt for the application fee.

3. A student who registers for a course as a nondegree student must complete a nondegree application form and pay the application fee. The student should consult the Non-degree Students section under Enrollment for additional information. It should be noted that non-degree students are usually not eligible for veterans’ educational benefits or financial aid. Tuition for non-degree courses must be paid at the time of registration.

4. The student who is a Permanent Resident of the United States and holds a Resident Alien Card must submit a copy of both sides of the card with the completed application form. Webster University reserves the right to require students whose native language is not English to complete the Test of English as a Foreign Language (TOEFL) exam (or other English language proficiency examination) based on the assessment of the local director and/or academic advisor.

Acceptance

M.A., M.S., and M.B.A.

A student who has applied and whose official undergraduate transcript has not been received by the main campus in St. Louis, Missouri, may be provisionally accepted to the graduate program. An official transcript from the regionally accredited institution awarding the baccalaureate degree must be received by the end of the first term of enrollment. Transcripts issued to students or predated degree completions are not considered official transcripts for admission purposes. Official transcripts should be delivered to the campus the student is attending first. The transcript will then be forwarded to the main campus.

Degree-seeking students who do not have their transcripts on file by the conclusion of their first term of enrollment will not be allowed to enroll for additional classes.

On receipt of the official transcript from the institution awarding the baccalaureate degree, the student will receive full or special status acceptance to the graduate program based on the final G.P.A.

M.A., M.S., and M.B.A.—School of Business and Technology and College of Arts & Sciences

Full acceptance into the School of Business and Technology and the College of Arts & Sciences requires receipt of an official transcript from the baccalaureate granting institution with a minimum grade point average (G.P.A.) of 2.5. Students whose G.P.A. is above 2.0 but below 2.5 will be admitted under a “special status” category (see advancement to candidacy restrictions). Specialized graduate programs may have further admission requirements as outlined in their program description.


The individual admission requirements for each program can be found in this catalog under the appropriate school and program. Upon completion of the application folder, the file will be reviewed and a decision will be rendered by the respective department’s admission committee.

M.A.T.

A completed admission folder includes information on professional experience and the academic transcripts of the applicant’s undergraduate degree work. This material is reviewed by the master of arts in teaching (M.A.T.) admissions committee. The committee evaluates the academic record, essay, and letters of recommendation (if requested), and determines whether the student will be accepted. New applicants have one semester (16 weeks) to complete the acceptance process. An overall undergraduate grade point average of 2.5 is required for acceptance into the M.A.T. program.

Special consideration may be given to students with extraordinary professional accomplishments or to those whose grades show marked improvement in the later years of college or in graduate or professional studies since college.

Ed.S.

Application to the Ed.S. program requires documentation of the following:

1. Master’s degree in education or a related field, such as social work, communications, or business.

2. Superior academic ability at the graduate level.

Admissions

Applicants to the Ed.S. program are accepted each term. The applicant will submit the following credentials to the coordinator of the Ed.S. program:

1. An Ed.S. application form, including a statement of 500 words, summarizing how the specialist degree will advance the student’s career goals and personal objectives.

2. Official transcripts of previous undergraduate and graduate coursework. These transcripts must be sent directly to the coordinator of the Ed.S. degree program from the issuing institution.

3. A current résumé.

4. At least three letters of recommendation from faculty and/or associates.

5. A $50 nonrefundable application fee (waived for Webster University graduates).

Students should consult the Tuition, Fees, and Refunds section for information regarding tuition, fees, tuition payments, tuition refunds, financial aid, and V.A. educational benefits.

Applicant Selection

A member of the committee will interview the qualified applicant and forward a recommendation to the full committee. The admission committee will review the applicant’s credentials and forward an assess-
ment to the dean of the School of Education. Final action will determine either admission, non-admission, or conditional admission. The University’s decision will be communicated in writing.

**Acceptance**
A program advisor will be assigned to continue with the applicant until completion of the Ed.S. program.

**Non-admission**
The applicant will be notified of non-admission. Admission may be delayed because enrollment is limited.

**Conditional Admission**
The applicant will be notified of the conditions for admission and time frames for satisfying these conditions. A program advisor will be assigned to assist the applicant in satisfying the conditions for admission.

**Advancement to Candidacy**

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 M.B.A. 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 as “special status” into the School of Business and Technology 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. Exceptions for international students may apply.

**M.A.T.**

Deadlines for submitting advancement-to-candidacy materials are published each semester in the M.A.T. course offerings booklet. Students not advanced to candidacy are not eligible to graduate.

After completing 9 credit hours within an M.A.T. major, 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.)

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 counseling 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:
1. The student must have successfully completed 9 credit hours of M.A.T. courses within a major and have received grades for all 9 credit hours. Courses taken before entry to the program and/or in-service courses cannot be counted toward advancement.
2. The student cannot be on probation.
3. The student must have no Incomplete grades.
4. The student must have a current grade point average of at least 3.0 (B).

**Ed.S.**
The student is advanced to candidacy when the portfolio or other approved documentation method is approved.

**Application for International Students and U.S. Citizens Living Abroad**
Webster University welcomes applications for admission from students from all countries. Citizens of countries other than the United States and U.S. citizens living outside the U.S. should complete and submit the following items:

1. A completed International Application for Admission form accompanied by the appropriate nonrefundable fee.
2. Official and/or embassy-certified transcripts and educational records including the following:
   - An official transcript from the regionally accredited college or university that awarded the student’s American baccalaureate degree or its recognized equivalent. This transcript must show the degree received and the date conferred. Applicants previously enrolled in graduate-level coursework must submit official transcripts of that work.
   - Graduate applicants who apply and are provisionally accepted before completing their undergraduate degree must submit a final transcript indicating the degree received and the date conferred. This official transcript must be on file for full acceptance to the University.
   - All official transcripts must be received 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 literal and certified English translation.

3. Documentation of 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 Test of English as a Foreign Language (TOEFL) scores. The University’s TOEFL requirement for graduate applicants is 230 on the computer-based test and 575 on the paper-based test. According to preliminary information about the Internet Based TOEFL (iBT), the iBT requirement will be 90–91. This requirement is subject to change. The University’s IELTS requirement for graduate applicants is 6.5. Equivalent Cambridge, Oxford, NEAB, TEEP, and London Certificate tests results that are current can be considered in lieu of the TOEFL. Students who cannot document current evidence of English proficiency should contact the St. Louis, Geneva, Leiden, Vienna, or Thailand campuses for on-campus testing options. Further, Webster reserves the right to administer additional proficiency tests to any applicant, accepted applicant, or enrolled student about whose English language proficiency the University 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.

**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. If academically unsuccessful, conditional admission students may be dismissed, without right to seek reinstatement. Webster University will refer for testing any applicant for admission about whose English language proficiency an admissions officer has concerns. The English as a Second Language (ESL) recommendations will become a condition of the applicant’s admission.

**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
Academic Policies and Procedures

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 advisor has concerns. The English as a Second Language (ESL) recommendations will become part of the student’s graduation requirements.

4. Applicants to U.S. campuses must submit a Certified Statement of Financial Support form. An original embassy-certified statement of financial guarantee is also acceptable. You must document sufficient funds to cover first-year expenses at Webster University.

5. A 300- to 400-word essay on a topic of your choice. You may describe a special interest, experience, or achievement.

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

7. Two letters of recommendation from teachers and/or employers.

8. Additional official documentation may be required depending upon an applicant’s program of interest or previous educational background. Individuals will be contacted if such documentation is required to complete their application file.

Application Submission

Applications from abroad normally should be complete and on file at the University at least four months before the beginning of the desired entry term. Completed applications for the St. Louis, Missouri, campus and the metropolitan U.S. campuses should be airmailed or, if delayed, sent by courier to:

Office of International Recruitment and International Services

Webster University

470 East Lockwood Avenue

St. Louis, Missouri 63119-3194

U.S.A.

Completed applications for the international campuses should be sent to the Admission Officer at the campus you wish to attend. Campus addresses, phone, and fax numbers are listed under Locations, Degrees, and Majors.

English as a Second Language

Selected English as a Second Language (ESL) program courses are offered on the St. Louis campus and the international campuses in Vienna, Austria; Leiden, The Netherlands; Geneva, Switzerland; and Thailand. While intermediate and advanced level courses are normally offered, entry in a specific term is determined by available ESL offerings and the applicant’s current level of English language proficiency.

All ESL courses carry undergraduate credit and, for graduate students, are graded on a Credit (CR) or Fail (F) basis. These courses are transcribed on the graduate transcript but do not count toward graduate program degree requirements.

Additional information on the University’s ESL courses is available in the University’s Undergraduate Catalog under the Department of Foreign Languages and Literatures. Information on specific campus offerings is available from the Admission Office at the desired location.

Graduate students do not receive ESL credit; however, the grades they earn in ESL courses are posted on their official University transcripts, are calculated in the cumulative graduate grade point average (G.P.A.), and may impact the graduate student’s academic standing (all regular probation or dismissal policies apply to these courses).

Visa Information

Applicants to U.S. campuses must submit a copy of their I-94 and I-20 with their application if they entered the U.S. on an F-1 Student Visa. Applicants who currently reside in the United States on other non-immigrant visas must submit a copy of their visa and the passport biographical picture page used to obtain that visa.

Note: 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.

The Admission Decision

The Admission Committee individually evaluates each applicant’s potential for academic success at Webster based on the following:

1. Cumulative grade point average of 2.5 or better on a 4.0 scale

2. Grades in the sequence of courses required for the undergraduate major

3. Grades in graduate program prerequisite courses previously completed

4. Achievement on examinations and tests

5. English proficiency scores

The essay, the recommendations, school/community achievements, and/or professional work experience also are considered in the admission decision. A decision regarding admission is made soon after the application file is complete.

Enrollment

Registration


1. Students are strongly encouraged to meet with an academic advisor and complete a program-planning sheet prior to attending their first course at Webster. Failure to meet with an advisor and prepare a planning program sheet may result in a student taking inappropriate courses.

2. The student must complete and submit a registration form prior to attending a graduate class.* Students registering for graduate courses may 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 completing an official Add Slip prior to the conclusion of the drop/add period.**

3. Registration periods are established for each program location. Students should register at the earliest opportunity because class sites are limited. Certain degree programs may have restricted registration periods. Students should consult their advisor or local registration staff.

4. Registrations will not be accepted after the second scheduled meeting of the course and section. Registrations for online M.B.A. courses must be completed prior to the first week of classes.

5. Registrations will not be accepted in class.

6. Published course schedules are subject to change without prior notice.

* Students may register online in most programs.

** Students may drop or add online.

Course Load Guidelines


The maximum course load in the graduate degree programs is 6 credit hours per term, and the student must receive written authorization to enroll in more than 6 credit hours. Students may request approval by submitting the local director a Program Option Request form and documentation to justify registration for more than 6 credit hours. Authorization generally will not be granted for more than two terms of a student’s graduate program. A student who earns a grade of C or a grade of F in the graduate degree program, or who currently has a grade of I, generally will not be granted permission to enroll in more than 6 credit hours. Students who have received an academic warning or who are on academic probation will generally be limited to 3 credit hours of enrollment per term. Students admitted as “special status” in the School of Business and Technology are restricted to one course per term until they are advanced to candidacy.
Academic Policies and Procedures

M.A.T.

Students requesting permission to take more than 7 credit hours per semester (fall, spring, summer) must complete an overload petition with their advisor. Students who have not been accepted into the M.A.T. program will not be approved to take an overload unless they are applying for full-time status and are not employed full time.

M.A.T. Student Load

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.

Graduate/Undergraduate Registration

1. 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.

2. 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. Prior approval requires the written permission of the associate vice president for academic affairs or designee. 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. Undergraduate reading courses and apprentice teaching courses may not be applied toward the graduate degree.

3. 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.

4. The following courses may not be applied toward an M.A.T. degree: EDUC 4510 Practicum: Elementary Education; EDUC 4520 Practicum: Early Childhood Education; EDUC 4530 Practicum: Special Education; EDUC 4570 Practicum: Secondary Education; EDUC 4610 Reading Course; EDUC 4660 Senior Overview; EDUC 490, EDUC 4950, EDUC 4960, EDUC 4970, and EDUC 4980 Apprentice Teaching.

Add/Drop/Withdraw Procedures


1. A student may add or drop a course by completion of an official Add or Drop Slip prior to the conclusion of the drop/add period. Informing the course instructor is not sufficient notice for adding or dropping a course. (Students may drop or add online.)

2. A student may add a course within six calendar days of the first officially scheduled class meeting of the course section, except for the online M.B.A. In these circumstances, absence from one class meeting is permitted.

3. A student may drop a course within the first two weeks of the term. For more detailed information please refer to the Refunds section of the catalog. In these circumstances, the enrollment is not recorded, tuition charges are not incurred, and certification for veterans’ educational benefits is not filed.

4. 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.

5. A student may withdraw from a course by filing a Withdrawal Petition prior to the Friday of the sixth week of the term. A grade of W will be recorded on the transcript. Students should consult the Refunds section under Tuition, Fees, and Refunds for further information.

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

Nondegree 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 nondegree student. Nondegree 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 may enroll as a nondegree student for up to 6 credit hours. To continue as a nondegree student after the initial 6 credit hours, the student must submit an official undergraduate transcript showing baccalaureate degree conferral. The Director of Graduate and Evening Student Admissions will review the transcript and make the final decision as to whether an individual may continue as a nondegree student.

Nondegree students should meet with an academic advisor (students interested in the M.A.T. program should contact the School of Education Office) before registering for courses since they are subject to the same requisite course requirements and dismissal policies that apply to degree-seeking students.

Academic Policies

Term and Class Schedule


For most graduate programs, the graduate academic calendar consists of five nine-week terms per year: Summer, Fall 1, Fall 2, Spring 1, and Spring 2. At international locations, terms are eight weeks in duration. In Bermuda classes are generally four weeks in duration.

Graduate classes meet for four hours one night a week for nine weeks. There are exceptions to this schedule. Weekend classes are offered at some Webster University locations. Daytime classes are also offered at the London campus and other locations. Course schedules listing the terms and courses offered are available at each location. Students interested in the M.A.T. program should contact the School of Education.

Course Attendance

The University reserves the right to drop students who do not attend class the first week of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented medical or military excuse and advanced permission from the instructor should withdraw from the class.

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:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.

2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.

3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of
Academic Policies and Procedures

Teaching, is within the jurisdiction of Academic Affairs. In cases of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or prevent further disruption (e.g., removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.

4. Theft of or damage to property of the University.

Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place. Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g., theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Credit Hours

Credit hours are based on semester hours. Most Webster University graduate courses are 3-credit-hour courses. Credits which are transcripted by other institutions as quarter-hours will be transferred using a 2/3 conversion factor.

Degree Completion


A student who has not enrolled in Webster University graduate degree coursework for five consecutive terms must enroll for the sixth term, or the student will be required to complete the program degree requirements stated in the catalog that is current when the student resumes classes with Webster University. This regulation may not apply to students whose work assignments are remote from a Webster University extended-campus location or who have permission to complete studies at another institution.

If a student is enrolled continuously and core-course requirements change, the student may have to complete the revised core curriculum.

M.A.T.

Most M.A.T. students finish their programs in two years and three summers, or three years and two summers. Students who study summers only usually finish in five summers. Degree work must be finished within seven years after a student enters an M.A.T. program unless a leave of absence is approved by the dean of education.

Ed.S. Degree Completion

Students who enter the program must complete all degree requirements within seven years after completion of their initial Ed.S. course. A student may apply to the Director of Graduate Programs for a maximum of two one-year extensions of the seven-year time limit for completion of the Ed.S.

A student may apply to the Dean, School of Education 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 the Ed.S. courses.

Grades

Grades in the program are A, A–, B+, B, B–, C, F, I, ZF, and W. Grades reflect the following standards:

- A/A– Superior graduate work
- B+/B/B– Satisfactory graduate work

- 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.
- 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 G.P.A., academic warning, probation, and dismissal.
- IP In progress
- NR Not reported
- W Withdrawn from the course

Grades leading to academic warning, probation, or dismissal apply to one 3-credit-hour course or three 1-credit-hour professional seminars. A grade of C, F, or ZF in a 6-credit-hour internship, project, or thesis is equal to two grades of C or F for academic warning, probation, and dismissal purposes.

A grade of incomplete (I) may be assigned by the instructor in situations where the student has satisfactorily completed major components of the course, and has the ability to finish the remaining work without re-enrolling. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place. Students with two or more grades of I will generally not be allowed to enroll in additional coursework until the grades of I are resolved. After one calendar year has passed, the grade of I (Incomplete) will become a ZF.

The Z on a student’s record indicates that the instructor did not meet the University’s deadline for the submission of grades. At the end of the grading period for any 16-week semester or summer session, “IP” (In Progress) grades and Z grades will automatically turn to a grade of NR (Not Reported).

Normally, grade disputes should be resolved between the student and the instructor. Students may discuss any grade with the instructor. A student who believes he/she has received a grade of C or below that is arbitrary or assigned for nonacademic reasons may discuss the grade with the site director or regional academic director on extended campuses, or in St. Louis with the appropriate chair. If the grade dispute is not resolved within three months, the student may appeal the grade to the appropriate dean to review the procedures the instructor used in determining the grade. Grade appeals should be addressed in a timely manner, and are not considered after one academic year.

Students must repeat a core course in which an F or ZF is earned. Students may repeat an elective course in which an F or ZF is earned. If a grade of B– or better is awarded for the repeated course, probation status may be lifted, and the F or ZF will not be a qualifier for future probation or dismissal. This option does not apply when the F or ZF combined with other grades qualifies the student for dismissal.

Records of progress are kept by the institution on both veteran and nonveteran students. 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.)

M.A.T. and Ed.S.

Grades in the M.A.T. program are either A, A–, B+, B, B–, C, I, ZF, and W; or CR, NG, I, ZF, and W. Grades reflect the following standards:

- A/A– Superior graduate work
- B+/B/B– Satisfactory graduate work
Academic Policies and Procedures

• C Marginal graduate work
• CR Satisfactory graduate work (the equivalent of B– or better)
• NC Unsatisfactory graduate work
• 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 G.P.A., academic warning, probation, and dismissal.
• W Withdrawn from the course
• Z An instructor did not meet the deadline for submitting grades to the Registrar's Office. The earned letter grade will be recorded when the grade is received.

Instructors may choose not to use the pluses and minuses. A student may choose to receive Credit/No Credit, rather than a letter grade, by completing a grade choice form by the second week of classes. Students must complete 33 credit hours with a B average or the equivalent.

Normally, grade disputes should be resolved between the student and the instructor. Students may discuss any grade with the instructor. A student who believes he/she has received a grade of NC or C that is arbitrary or assigned for nonacademic reasons may discuss the grade with the appropriate chair in St. Louis, or the site director at extended campuses. If the grade dispute is not resolved within three months, the student may appeal the grade to the appropriate dean to review the procedures the instructor used in determining the grade. Grade appeals should be addressed in a timely manner, and are not considered after one academic year.

Grade Point Average


A grade point average (G.P.A.) is calculated on all graded work, including transfer credit, applied toward all graduate degrees. Graduate students are expected to maintain a G.P.A. of B or higher in order to remain in good academic standing. A 4-point system is used to calculate the G.P.A.: 

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 pts.</td>
</tr>
<tr>
<td>A–</td>
<td>3.67 pts.</td>
</tr>
<tr>
<td>B+</td>
<td>3.33 pts.</td>
</tr>
<tr>
<td>B</td>
<td>3.0 pts.</td>
</tr>
<tr>
<td>B–</td>
<td>2.67 pts.</td>
</tr>
<tr>
<td>F</td>
<td>0 pts.</td>
</tr>
<tr>
<td>ZF</td>
<td>0 pts.</td>
</tr>
<tr>
<td>NC</td>
<td>0 pts.</td>
</tr>
</tbody>
</table>

* Not applicable to M.A.T. and Ed.S.
** For M.A.T. and Ed.S. only

Grades of Incomplete, Withdrawn, or Credit for Webster University graduate courses, or Credit or Pass for transfer courses, are not used in calculating the G.P.A.

Graduate Academic Honors


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

M.A.T. Outstanding Achievement Certificate

The Webster University M.A.T. program presents Outstanding Achievement Awards to those graduates whose overall achievement, as students in the program, was significantly greater than that of most of their peers. Selection of deserving students is based upon faculty recommendations, not upon letter grades. Students so honored are invited to attend the honors ceremony in May.

Academic Honesty Policy

The University is committed to high standards of academic conduct and integrity. Students will be held responsible for violations of academic honesty.

Definitions of Academic Dishonesty

Academic dishonesty includes the following and any other forms of academic dishonesty:

1. Cheating—Using or attempting to use crib sheets, electronic sources, stolen exams, unauthorized study aids in an academic assignment, or copying or colluding with a fellow student in an effort to improve one’s grade.
2. Fabrication—Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.
3. Plagiarism—Using the works (i.e. words, images, other materials) of another person as one’s own words without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a Web site or an Internet paper clearinghouse.
4. Facilitating Academic Dishonesty—Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

Disciplinary Actions

In most cases, the instructor will address issues of academic dishonesty within the confines of the student's course. The instructor may decide an appropriate consequence, including the following options: a written warning; the assignment of a written research project about the nature of plagiarism and academic honesty; a reduced grade or partial credit on the assignment; requiring the student to repeat the assignment; or issuing a failing grade to the student of the course.

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

Academic Warning, Probation, and Dismissal


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

Before Advancement to Candidacy (within first 12 credit hours of the program)

Probation Before Advancement—A student who receives a C grade is on probation.

Dismissal Before Advancement—A student who receives two C grades, an F, or a ZF is dismissed. A special status student who receives one grade of C or below is dismissed, without right to seek reinstatement.

After Advancement to Candidacy (after successfully completing first 12 hours of the program)

Academic Warning—A student who has been advanced to candidacy and receives one grade of C is sent a notice of academic warning.

Probation After Advancement—A student who receives one grade of F or ZF or two grades of C is placed on probation. The student is deemed to be on probation as soon as the grade which results in probation or dismissal. In extreme cases, a dishonesty violation may warrant consideration for dismissal, suspension, or other disciplinary action. These disciplinary actions require a formal judicial process as outlined in the Student Handbook.

The Webster University employs academic advisors to assist in dealing with academic problems and student concerns. The student should make every effort to determine the circumstances that have led to inadequate
Academic Policies and Procedures

performance. Students on academic probation should normally enroll in only one course per term. The academic advisor should be consulted when the academic performance of the student is inadequate.

Dismissal After Advancement—A student who receives a grade of C and a grade of F or ZF, or two grades of F or ZF, or three grades of C is automatically dismissed from the University. The student is deemed to be dismissed as soon as the grade which results in dismissal is submitted. Students will receive formal written notice from the Office of Academic Affairs in St. Louis. Students who are dismissed cannot enroll or attend classes unless and until they are reinstated or readmitted pursuant to relevant policies. Dismissal from a graduate program is dismissal from Webster University.

Students can also be dismissed from the program for violations of United States criminal codes.

Any conduct that is detrimental to the school and/or other students will result in the termination of educational benefits from the Veterans’ Administration.

Students should consult the Sequential Master of Arts and the Sequential Master of Business Administration sections under Master of Arts and Master of Business Administration for probation and dismissal policies for those degree programs.

M.A.T. and Ed.S.

Each student is responsible for performing at a satisfactory graduate level. Students who fail to perform at a satisfactory graduate level are subject to the following:

1. A student who receives one grade of C or one grade of NC or ZF is placed on probation.
2. A student who receives either one C and one NC or ZF, or two NCs or ZFs is dismissed from the program.
3. A student who receives three grades of C is dismissed from the program.

Implications of probationary status for M.A.T. and Ed.S.:

1. While a student is on probationary status, he or she may enroll in no more than 3 credit hours in an eight-week or 16-week session. Ed.S. students on probation are allowed to enroll in only the Block offer that semester.
2. A student on probationary status may not enroll in subsequent classes until Incompletes are removed.
3. A student is not advanced to candidacy until removed from probationary status.

A student is removed from probationary status if he or she subsequently completes 6 credit hours of M.A.T. coursework (excluding courses numbered 5410 and 5210) with a grade of B– or better. An Ed.S. student is removed from probation if he/she successfully completes the current Block course with a B- or higher grade.

However, a C, NC, or ZF previously acquired remains a part of the student’s total academic record and may contribute to the student’s dismissal. The student can be dismissed from the program for violation of United States criminal codes or University policy.

Reinstatement

The student may send a written appeal for reinstatement to the Graduate Council in care of the associate vice president for academic affairs. The student must send the appeal stating the basis for his or her request for reinstatement no sooner than one term following the dismissal but within one year following the issuance of the last grade that resulted in the dismissal. The student is responsible for providing a complete and accurate statement describing the circumstances that contributed to his or her poor academic performance. Campus or program directors and faculty may provide recommendation to the Graduate Council as to whether or not a student should be reinstated. If the Graduate Council rejects the reinstatement appeal, the former student may apply for readmission after one calendar year.

Readmission

A student may send a written appeal stating the basis for his or her request for readmission to the Graduate Council in care of the associate vice president for academic affairs. A student must send the appeal no sooner than one year and no longer than two years following the issuance of the last grade that qualified the student for dismissal, or after a reinstatement appeal was denied by the Graduate Council. The student is responsible for providing a complete and accurate statement describing the circumstances that contributed to his or her poor academic performance.

Two types of dismissal situations that might create grounds for readmission are: 1) a student has a generally good graduate record at Webster University but experiences a work or personal problem that leads to poor performance; or 2) a student’s background is weak in a specific area, e.g., accounting, that leads to poor performance in courses in that area or a related area, e.g., finance.

In the case of a past work or personal problem, the student should submit information or documentation that indicates the nature of the original problem and how it has been resolved. In the case of a weak background in a specific area, the student should demonstrate the attainment of the necessary knowledge and/or skills to do graduate work at Webster University, such as successful completion of remedial work in the program area. In either instance, the student might demonstrate the ability to do graduate work by voluntarily taking a standardized test such as the GMAT.

Directed Studies

On a limited basis, and in cases of unavoidable absence, a student may request a directed study to complete a required core graduate course outlined in this catalog, except for non-M.A.T. courses numbered 5500. Generally, a request for a directed study will be denied when the student has the option to enroll in an online section of the course. The following conditions prevail if a course is to be completed as a directed study:

1. A basis for the directed study must be documented. The documentation should demonstrate a clear academic rationale for a directed study. Requests for directed studies are to be written and submitted to the local director on extended campuses and in St. Louis to the appropriate dean or designee by the student on a Program Option Request form along with the supporting documentation.
2. Initial approval must be given by the local director. Final approval must be granted on extended sites by the associate vice president for academic affairs and on the St. Louis campus by the appropriate dean.
3. The course must be in the curriculum at the campus where the student is enrolled and be a core requirement in the student’s program (directed studies are not approved for electives).
4. Students pursuing the M.A., M.A.T., M.B.A., or M.S. are permitted a maximum of two directed studies unless further restricted by that program. Students are encouraged to utilize a directed study only as a last resort. Elective courses are excluded from this option.

Directed studies are identified by the catalog course prefix, number, and title and include a directed study notation. Example: MNGT 5650 Management and Strategy: Directed Study.

Directed studies in media communications may be options at the St. Louis campus and carry the designation MEDC 5200.

Individually designed courses may be an option in an individualized degree program at the St. Louis campus and carry the designation INDZ 5200.

Independent Study (M.A.T. only)

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

**M.A.T. Alumni**

Students already holding a Webster M.A.T. may earn additional credits beyond their degree.

M.A.T. graduates registering under this classification may enroll at the M.A.T. alumni tuition rate. A maximum of 6 credit hours taken at the M.A.T. alumni tuition rate may be counted toward a second M.A.T. or an Advanced Graduate Certificate.

**Internship**

In some majors, students may arrange an internship in a business or agency setting. Internships carry a 6500 course number plus the major prefix, with the exception of COUN 6000 Counseling Learning Practicum.

The internship option requires that the student has completed all the required courses (except 6000) in the declared major/emphasis. Internships (6500) do not substitute for overview (6000) or capstone course requirements.

An internship is permitted only in a student's declared major or M.B.A. area of emphasis. Three to 6 credit hours may be earned in internship. Counseling students are exempt from this policy and may complete up to 12 credit hours of practicum if it is required by state licensure law. Students pursuing the M.A. or the M.B.A. with an emphasis may complete a maximum of 6 credit hours of internship.

Internships are not available to M.A.T. students or M.B.A. students without an area of emphasis.

**Thesis or Project**

Completing a thesis or thesis project (the 6250 course number) is a major undertaking for students and instructors alike. Graduate students electing this option will invest significant time and energy in preparing primary and 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.

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 semester hours in order to complete the authorization process in a timely manner.

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 hours until the thesis is completed. A maximum of 6 credit hours may be applied towards the graduate degree, with appropriate approvals. Credit for the thesis is awarded in non-letter grade format (Credit/No Credit).

**Credit by Examination (M.A.T. only)**

Degree-seeking students may earn up to 6 credit hours through credit by examination. Knowledge and/or skills assessed through this process must be consistent with the student's major. Students interested in applying for credit by examination should obtain a copy of the Credit by Examination Policy and Procedures from the M.A.T. office.

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**Transfer of Credit**

**M.A., M.S., M.S.N., M.B.A., M.M.**

Transfer credit must be relevant to the specific master's degree discipline that the student is pursuing. 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 M.B.A. 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.

Requests for transfer of credit must be submitted in writing by the student on the Request for Transfer of Credit form. Transfer of credit should be arranged at the time the student matriculates.

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

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

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.

**M.A.T.**

M.A.T. students may transfer, with approval, either:

- 6 credit hours from another graduate institution and 3 credit hours of approved M.A.T. In-Service credit
- 3 credit hours from another graduate institution and 6 credit hours of approved M.A.T. In-Service credit

A maximum of 6 credit hours from other colleges or universities may be transferred into the degree program. The course(s) being transferred must meet the following criteria:

1. The course is required to achieve the program goals and is relevant to the student's major.
2. The course carries graduate credit toward an accredited master's degree program at the sponsoring institution.
3. The course was not used to fulfill requirements for another degree.
4. The course must carry a grade of A, B, or Credit.
5. 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 M.A.T. In-Service courses ordinarily may not be transferred for credit. Waivers would require the following:

1. Prior approval by an advisor and relevant area coordinator must be granted on “prior permission form” before the course is taken.
2. 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.

Ed.S. Transfer of Credit

A maximum of 6 credit hours of relevant graduate credit from other regionally accredited graduate institutions/or professional military education may be transferred into the students graduate degree programs (Ed. S.), 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 section of this catalog. 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 nonrefundable graduation candidacy fee, which covers degree audit functions, diploma production, and future transcript requests.

Transcripts

1. A student request for an official transcript must be in writing and directed to the Office of the Registrar. The University will issue the official transcript only if the student's account is paid in full.

2. An unofficial copy of the transcript is sent to the student after completion of degree requirements. The University issues the unofficial transcript only if the student's account is paid in full.

Diploma

The University will issue the diploma to students who have completed all degree requirements if the student's account is paid in full. Diplomas are sent from the Office of the Registrar at the conclusion of each term.
Master of Arts/Master of Science

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

General Requirements
The M.A./M.S. degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections of this catalog for a list of majors offered at a particular location.

In addition to the required core courses and the elective courses, the following options may be components of the student's degree program: M.A. professional seminars, internship, thesis or project, and credit transferred into the degree program. The student is limited to 3 credit hours of professional seminars.

The student should consult the Locations, Degrees, and Majors sections of this catalog for a list of majors offered at a particular location. Students enrolled at the St. Louis home campus may design an individualized degree program in an area independent of the basic core programs.

Majors
Art
Business
Business and Organizational Security Management
Computer Resources and Information Management
Computer Science/Distributed Systems (M.S.)
Counseling
Environmental Management (M.S.)
Finance
Gerontology
Health Care Management
Health Services Management
Human Resources Development
Human Resources Management
International Business
International Relations
Legal Analysis
Legal Studies
Management and Leadership
Marketing
Media Communications
Music
Nurse Anesthesia (M.S.)

Patent Agency
Procurement and Acquisitions Management
Public Administration
Quality Management
Space Systems Operations Management (M.S.)
Telecommunications Management

The majors offered at each location at the time of printing are listed in the Locations, Degrees, and Majors section of this catalog.

Requisite Course
Each major has a requisite 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.

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 has received 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 M.A. or M.S. degree.

Integrated Studies Course
Each major has a culminating 6000 integrated studies course or 6200 capstone course. A thesis or project 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. A student may not count more than one integrated studies course toward a single graduate degree.

Degree Completion
The M.A. and M.S. degrees require advancement to candidacy and satisfactory completion of 36 credit hours of graduate degree curriculum, with the exception of health services management, legal studies, and space systems operations management, which require 39 credit hours each; and counseling, which requires 48 credit hours.

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

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

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

Sequential Master's Degree

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

If a student has completed any required courses as part of a previous Webster University master's degree, approval for substitute coursework must be requested and approved prior to enrollment.

The sequential master's degree programs in business, finance (M.A.), health care management, international business, media communications, procurement and acquisitions management, public administration, and telecommunications management require completion of 21 credit hours of required coursework.

The sequential master's degree programs in business and organizational security management, computer resources and information management, human resources development, management, and marketing require completion of 24 credit hours of required coursework.

The sequential master's programs in gerontology, health services management, human resources management, international relations, the M.S. in environmental management, and the M.S. in finance require completion of 27 credit hours of required coursework.

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

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

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

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

Advancement to Candidacy

Sequential master's degree-seeking students who received their prior graduate degree from Webster University are advanced to degree candidacy with the initial registration.

Students who received their prior master's degree from another institution are advanced to candidacy on approval of the official master's degree transcript.

Probation/Dismissal for Sequential Master's Degree

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

Program Description
Webster’s master of arts in teaching (M.A.T.) degree provides teachers with subject matter knowledge, educational understanding, technical skills, and opportunities for professional development. By providing a program that is primarily teacher oriented, Webster reinforces an educator’s commitment to the classroom by increasing command of subject matter fortified with new teaching methods and strategies.

Each M.A.T. major is designed for the teacher with particular needs related to both a present teaching situation and the reality of a rapidly changing future. The M.A.T. mix of the theoretical and the practical provides a potent means for personalized graduate education, encouraging self-initiated, self-directed learning for the teachers and, derivatively, for their students.

The M.A.T. program emphasizes an inductive approach to learning. Hence, discovery and inquiry play important parts in the program. M.A.T. faculty members teach as they would have M.A.T. graduates teach—in an open, flexible, considerate manner, in which experimentation and evaluation are encouraged. In such a program, a high level of student participation is encouraged and expected.

General Requirements
An M.A.T. degree requires the satisfactory completion of 33 credit hours of appropriate graduate-level courses with a B average or the equivalent and completion of requirements for a major. All students, regardless of major, must take 5460 Curriculum Design or 5800 Applied Research as part of their program. Credits may also be gained through credit by examination, directed study, independent study, transfer of credit, and as an independent scholar.

Majors
Students must select a major from one of the following:
- Communication Arts
- Early Childhood Education
- Educational Technology
- Mathematics
- Multidisciplinary Studies
- Science
- Social Science
- Special Education
- Individualized major

Students selecting a major must take at least 18 credit hours in courses designated for that major.

Online (Internet-Based) Courses—Some courses in the M.A.T. program are available online via the Internet. Online courses may be combined with campus-based courses to complete requirements for an M.A.T. major. It is also possible to complete all coursework requirements with online courses for several majors. Contact the School of Education for current information.

Certification Programs
An M.A.T. student who is interested in Missouri certification must apply to the Office of Teacher Certification as well as to the M.A.T. program. The requirements are not the same; therefore, the student must take the following steps:

1. Contact the Office of Teacher Certification as soon as possible to apply for admission and to receive information regarding the State Department requirements for various types of certification. If the student is applying for initial certification, it may be necessary to take some courses on the undergraduate level. Apprentice teaching and some methods courses are in that category.
2. Counsel with the M.A.T. advisor regarding the necessary program requirements for the M.A.T. All students interested in pursuing the M.A.T. degree concurrent with initial or add-on certification must be admitted separately to the M.A.T. program and to the Teacher Certification Program.

Portfolio
All students seeking initial certification are required to present a portfolio demonstrating competency in teaching as identified by the Office of Teacher Certification.

College BASE Test
All students seeking an initial teaching certificate and admittance to Webster’s Teacher Certification Program (graduate and undergraduate) are required to pass all sections of the Missouri State College BASE test.

For information regarding testing dates, locations, and registration materials, contact the Office of Teacher Certification.

Praxis II
In addition to the required courses and apprentice teaching, the State of Missouri requires all teaching certificate candidates to successfully complete the C-Base test and the exit test, the Praxis II.

For information regarding testing dates, locations, and registration materials, contact the Office of Teacher Certification.

Postbaccalaureate Nondegree Certification
Students who already hold at least a baccalaureate degree from an accredited institution may be able to pursue initial or additional certification through Webster University. Information regarding acceptance and requirements may be obtained from the Office of Teacher Certification.

An M.A.T. is available for students seeking a master’s degree coupled with initial or additional certification. Program requirements will vary according to prior coursework and experience. All students interested in pursuing the M.A.T. concurrent with initial or add-on certification must be admitted separately to the M.A.T. program and to the Teacher Certification Program.

Apprentice Teaching
Apprentice teaching is a requirement for all initial certifications and, in some instances, for additional certification.

To enroll in apprentice teaching, students must make formal application to the Office of Apprentice Teaching and Early Field Experiences at least one full semester prior to the semester in which they plan to apprentice. Application must be filed during periods designated and posted by the Office of Teacher Certification. Students should not contact school officials or teachers about placement, but should contact the Office of Apprentice Teaching and Early Field Experiences for such information. All students enrolled in apprentice teaching must participate in a mandatory biweekly seminar.

Sequential M.A.T. Degree
A student who earns an M.A.T. from Webster University may earn a sequential M.A.T. in a different major, under the following conditions:

1. A graduate from Webster University with an M.A.T. in the 33-credit-hour format must take 18 credit hours of required coursework outlined in this catalog under the specific major. If any of these courses have been taken previously, prior approval for substitute courses must be given by the dean, area coordinator, or designee.
2. A graduate from Webster University with an M.A.T. in the 30-credit-hour format must take the 18 credit hours of required coursework outlined in the M.A.T. catalog under the specific major, plus 3 additional credit hours of M.A.T. coursework. If any of the required courses have been taken previously, prior approval for substitute courses must be given by the dean, area coordinator, or designee.
Master of Arts in Teaching

Please note that this policy applies only to students who have earned an M.A.T. from Webster (not other institutions). The 3 additional credit hours mentioned in item 2 above may be transfer credits if students have not transferred more than 6 credit hours toward their first Webster M.A.T. No more than 9 credit hours total may be transferred toward the first and sequential M.A.T. degrees.

Courses listed in this catalog are the primary means by which students in the M.A.T. program earn credits. All majors have required courses, described under the individual major sections in this catalog. At least 24 credit hours must be taken in M.A.T. courses and at least 18 credit hours in the major.

Individualized Program

A student applying for an individualized major must indicate that choice on the M.A.T. application form and must complete an essay question (on the application form). Emphasis areas available within the individualized program are computer studies, early childhood education, general elementary, general secondary, mathematics, media communications, reading, and special education. With an advisor, the student completes the proposal for the individualized program by the end of the first semester in which the student is enrolled. Students applying for the individualized M.A.T. degree must have their program designed and approved by their advisor and the Graduate Council by the end of their first semester in the program.

Advanced Graduate Certificate (A.G.C.) Program

Philosophy

The advanced graduate certificate (A.G.C.) program shares the philosophy of Webster’s M.A.T. program in encouraging the active participation of students in their own learning.

General Information

The A.G.C. requires the successful completion of 15 credit hours of graduate-level coursework and a 3-credit-hour A.G.C. project.

The grading system in the A.G.C. program is the same as that described in the Grads section of this catalog.

Advising

After acceptance into the program, the student will have an initial interview with the A.G.C. coordinator to determine the general focus for the student’s program and to discuss the choice of initial courses. When 6 credit hours have been completed, the student will have a detailed program review, planning, and project proposal conference. If it seems appropriate for the student to continue in the program, the student and coordinator will jointly choose a project advisor who will work closely with the student in preparation of the final A.G.C. project. The student in the A.G.C. program will register each semester with the A.G.C. coordinator.

Advanced Graduate Certificate Project

The A.G.C. project (3 credit hours) is the culminating experience in the program. The faculty member chosen by the student and the A.G.C. coordinator at the time of the program planning conference works closely with the student during this final experience. There are individual possibilities for this culminating experience: 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 A.G.C., an ad hoc committee, project advisor, and the A.G.C. coordinator review the project and recommend to the dean of education the awarding of the A.G.C. A copy of the A.G.C. project will be forwarded to the student’s school district if the student so requests.

Award of Advanced Graduate Certificate

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

In-Service Education

In-service education courses advance teachers’ professional development. These courses address topics and issues of currency and relevancy to teachers. Most instructors of in-service courses are successful classroom teachers who have experience teaching teachers.

Students currently pursuing a degree at Webster University may transfer a maximum of 6 credit hours of 5410 courses toward their M.A.T. with approval of their advisors. Courses numbered 5210 are offered for graduate credit, applicable to district salary increment schedules and professional development. Some 5210 courses may be applicable toward the M.A.T. with prior approval of the advisor and the major coordinator.

For more information, please call the In-Service Education Office at 314-968-7103.

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 supports 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.

Phi Delta Kappa

Phi Delta Kappa is an international professional fraternity for men and women in various areas of education. The purpose is to promote quality education for lifelong learning. Membership requirements include scholastic accomplishments and active engagement in educational fields, including higher education, educational research, teacher education, elementary and secondary education, school administration and supervision, or adult education. Graduate students are also eligible.
College of Arts & Sciences
Graduate Program

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

Mission Statement
Webster University’s College of Arts & Sciences—the intellectual foundation of the University—fosters free and rigorous intellectual inquiry among students and faculty in an atmosphere that respects differences in background, belief, and aspiration. It promotes the values that ground an open, culturally diverse, and democratic society, and prepares students to be active contributors to such a society.

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

The College also includes several professional programs, which are guided by contemporary practices, appropriate accreditation standards, and the best recent scholarly activity.
Program Description

The counseling program is designed for preparing individuals for a career in professional mental health counseling or marriage and family counseling. The curriculum is designed to provide students with the necessary theory and skills for working with individuals, couples and families in a variety of mental health settings. Depending on the specific Webster University campus, students have the option of either an emphasis in professional mental health counseling or an emphasis in marriage and family counseling.

Program Curriculum

Both of the degree emphases require satisfactory completion of 48 credit hours of coursework.

Counseling (M.A.) with an Emphasis in Professional Mental Health Counseling

Required Core Subject Area Courses:

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

In addition to the required core subject area courses listed above, students select electives from the counseling program curriculum to support the specific area of emphasis.

Counseling (M.A.) with an Emphasis in Marriage and Family Counseling

Required Core Subject Area Courses:

- COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course)
- COUN 5050 Human Growth and Development
- COUN 5100 Social and Cultural Foundations of Counseling
- COUN 5150 Psychopathology
- COUN 5220 Psychodiagnostic Assessment
- COUN 5540 Family Systems Theory
- COUN 5640 Marriage and Family Counseling
- COUN 5650 Conjoint Counseling
- COUN 5800 Professional Orientation and Ethics
- COUN 5850 Research and Evaluation
- COUN 6000 Counseling Learning Practicum (a minimum of 6 credit hours)

In addition to the required core subject area courses listed above, students select electives from the counseling program curriculum to support the specific area of emphasis.

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

General Requirements

The student is subject to the policies and procedures for graduate studies and the specific requirements of the counseling program. As stated in the academic policies and procedure guidelines, the counseling program is excluded from dual major and sequential degree options. Courses in the counseling program are not available as nondegree or elective courses.

Admissions

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

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

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

Transfer of graduate credit into the program must be approved by the Counseling Faculty Coordinator/Academic Advisor. Petitions for transfer of graduate credit must be evaluated at the time of admission.

Course Descriptions

COUN 5000 Theories of Personality (3)

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

COUN 5010 Comparative Psychotherapy (3)

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

COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course) (3)

This course examines the philosophic bases of counseling and the helping relationship focusing on the foundational concepts necessary for working with individuals, groups, and families. Attention is given to the development of professional identity and client relationships.

Locations

Counseling courses are offered at the following locations:

- Continental United States
  - Albuquerque Metropolitan Campus, NM
  - Brooks City-Base, TX
  - Camp Lejeune, NC
  - Charleston Metropolitan Campus, SC
  - Columbia Metropolitan Campus, SC
  - Crystal Lake Metropolitan Campus, McHenry County, IL
  - Fort Bliss, TX
  - Fort Bragg, NC
  - Greenville Metropolitan Campus, SC
  - Irvine Metropolitan Campus, CA
  - Jacksonville Metropolitan Campus, FL
  - Kansas City Metropolitan Campus, MO
  - Lackland AFB, TX
  - Lakeland-Brandon Metropolitan Campus, FL
  - Merritt Island Metropolitan Campus, FL
  - Myrtle Beach Metropolitan Campus, SC
  - North Orlando Metropolitan Campus, FL
  - Ocala Metropolitan Campus, FL
  - Palm Bay Campus, FL
  - Pope AFB, NC
  - Rancho Palos Verdes, CA
  - Rolla Metropolitan Campus, MO
  - Sarasota Metropolitan Campus, FL
  - Shaw AFB, SC
  - South Orlando Metropolitan Campus, FL
  - St. Louis, MO
  - Home Campus

- International
  - Geneva, Switzerland

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## Counseling

### COUN 5050 Human Growth and Development (3)
The student examines the nature and needs of individuals at all developmental levels. Emphasis is placed on psychological, sociological, and physiological approaches. Included are such areas as human behavior (normal and abnormal), personality development, family relations/development, and life cycle issues.

### COUN 5100 Social and Cultural Foundations of Counseling (3)
This course examines the importance of understanding cultural and ethnic attributes and the dynamics these attributes have on the counseling relationship. Attention is given to gender roles, ethnic groups, subcultures, urban and rural societies, cultural mores, and differing family life patterns.

### COUN 5140 Psychopharmacology (3)
This course provides an introduction to pharmacological agents that affect mental and emotional functions. Focus of the course will be on the effects and the actions of psychoactive drugs, including drugs used in the treatment of psychopathological disorders and drugs of abuse.

### COUN 5150 Psychopathology (3)
This course focuses on the major psychological disorders as detailed in the current Diagnostic and Statistical Manual of Mental Disorders. The behavioral manifestations and dynamics of mental disorders will be explored, focusing on therapeutic assessment issues.

### COUN 5160 Issues in Counseling (1–3)
The course is designed to provide for the examination of various aspects of the counseling profession, important trends in counseling, and focused topics areas. Course may be repeated for credit if content differs.

### COUN 5200 Theories of Counseling (3)
This course examines the application of basic theories, principles, and techniques of counseling employed in the field of mental health. A major focus will be on the application of the theories and methods used in individual, group, and family counseling.

### COUN 5220 Psychodiagnostic Assessment (3)
This course examines the various frameworks for assessing the functioning of individuals, groups, and families and the use of assessment in diagnosis and treatment. Attention will focus on the methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, and sex/gender factors are considered.

### COUN 5230 Psychodynamics and Psychotherapy (3)
This course is designed to help students conceptualize mental disorders and develop treatment strategies, including choice of therapeutic models and indications/contraindications for particular kinds of therapy.

### COUN 5500 Professional Seminars (1–3)
Students participate in seminars designed to examine contemporary issues in counseling. The professional seminar supplements the core and elective courses in the area of counseling 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.

### COUN 5540 Family Systems Theory (3)
This course explores the contribution of general systems theory to the development of family therapy. The focus is on examining different theoretical perspectives. Students will expand their acquired theoretical foundation by exploring the influence of their family of origin and current family life.

### COUN 5560 Human Sexuality (3)
This course examines the theories of human sexuality including the physiological, psychological, and sociocultural variables associated with sexual identity, behavior, and disorders.

### COUN 5600 Techniques of Group Counseling (3)
This course examines group theory and types of groups, as well as descriptions of group practices, methods, dynamics, and facilitative skills.

### COUN 5610 Techniques of Counseling (3)
This course emphasizes the stages of the helping relationship. Students practice basic attending and communications skills, including questioning, reflection of feeling and meaning, summarization, focusing, and self-disclosure. Students learn to help clients identify the problem that provides the focus for counseling. Students practice skills in role-played situations staged in class. Course may be repeated for credit if content differs.

### COUN 5620 Techniques of Crisis Intervention (3)
This course examines the theory and methods of crisis intervention. Particular attention is given to the various contemporary techniques of intervention and resolution. Assessment techniques used in the intervention process are explored.

### COUN 5630 Techniques of Substance Abuse Counseling (3)
This course examines the motivation and behavior patterns of the drug/alcohol user. This examination takes place in the wider context of deviance. A portion of the course is devoted to a survey and evaluation of the services and programs available to the drug/alcohol user from the point of view of the user, the user's family, and society.

### COUN 5635 Techniques of Counseling Special Populations (3)
This course focuses on the application of counseling theory to working with clients from special population groups, e.g., exceptional students, dropouts, minorities, women re-entering the labor force, and older persons.

### COUN 5640 Marriage and Family Counseling (3)
This course examines the issues of family therapy, stressing the application of general systems theory. The focus is on the major constructs in family therapy, identification of family structures and communication patterns, and the formulation of treatment goals.

### COUN 5650 Conjoint Counseling (3)
This course examines the application of differing styles of counseling couples and families, stressing practice in simultaneously working with more than one client. The primary focus is on the approaches, strategies, and interventions employed in counseling various combinations of persons in relationships. Students will explore the various forms of counseling couples, including persons in marriage, work relationships, friends, and extended family members.

### COUN 5660 Sexual Counseling (3)
This course examines human sexual behavior and the theories of human sexuality underlying sexual counseling. Current techniques of sex therapies are discussed and evaluated, with focus on issues related to counseling the sexually abused, the sexual offender, and the sexually dysfunctional.

### COUN 5670 Counseling of Children (3)
This course examines issues related to the counseling of children. Focus is on the application of counseling theories; techniques for interviewing children and their families; methods for designing and evaluating treatment plans; and the application of ethical standards and legal requirements.

### COUN 5680 Counseling in the School Setting (3)
This course examines counseling practices in relation to children and adolescents in the school setting and the role and function of the counselor as a partner in the learning process. Focus is on developmental needs and age-related issues. Special problems of physical and sexual abuse, substance abuse, suicide, and grief are examined.
COUN 5700 Lifestyle and Career Development (3)
This course examines such areas as vocational choice theory, the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

COUN 5800 Professional Orientation and Ethics (3)
This course examines goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, role identity of counselors and other personnel services specialists, and fee structures and the impact of fees on the counseling relationship.

COUN 5820 Consultation for the Counseling Profession (3)
This course examines consultation theory and practice as employed by counselors working in mental health facilities, educational institutions, and other counseling settings. The various forms of consultation will be explored, examining the framework for consultation with other professionals, educators, parents, and administrators.

COUN 5850 Research and Evaluation (3)
This course examines such areas as statistics, research design, and development of research and demonstration proposals. It includes understanding of legislation related to the development of research, program development, and demonstration proposals, as well as the development and evaluation of program objectives.

COUN 5900 Advanced Diagnostics and Treatment (3)
This course is designed to prepare the student to assess and treat specific clinical problems (i.e., anxiety disorders, personality disorders, mood disorders). The focus will be assessment, diagnosis, and treatment of mental, emotional, and behavioral problems using standardized diagnostic nomenclature. This is an advanced topics course and course content will be specified. Students are expected to have completed foundational courses. Course may be repeated for credit if content differs. Prerequisite: permission of instructor/academic advisor.

COUN 6000 Counseling Learning Practicum (3–12)
Students are required to complete a practicum in conjunction with their counseling curriculum. Each student plans his or her practicum with an academic advisor before completion of 15 credit hours in the program. A formal practicum proposal must be submitted to the counseling advisor before a student can register for the practicum, and the practicum should constitute the last course hours of the student’s program. This is a non-paid practicum. Prerequisite: completion of all other required courses in this major. Course may be repeated for credit. The practicum is graded on the CR (credit) Option. Certain states may require more than 6 credit hours of practicum. Requires permission of instructor/academic advisor.

COUN 6500 Field Experience (3–6)
Intensive counseling experience that provides the student with the opportunity to perform a variety of counseling activities expected of a professional mental health counselor, (e.g., application of diagnostic and therapeutic skills, record keeping, information and referral techniques, in-service and staff meetings). The field experience must be in an approved setting under the supervision of a licensed on-site supervisor. Students must have completed all nine (9) program core courses and both required COUN 6000 Counseling Learning Practicum before submitting an application for the field experience. Course may be repeated for credit. The field experience is graded on the credit/no credit grading option. Requires permission of instructor/academic advisor.
Gerontology

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

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

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

Program Curriculum
The 36 credit hours required for the master of arts (M.A.) or the 51 credit hours required for the master of business administration (M.B.A.) with an emphasis in gerontology must include the following courses:

GERN 5000 Gerontology (Requisite Course) (3)
GERN 5600 Economic Issues for Older Adults (3)
GERN 5620 Physiology of Aging (3)
GERN 5630 Psychology of Aging (3)
GERN 5640 Management of Programs for Older Adults (3)
GERN 5660 Research and Assessment in Gerontology (3)
GERN 5670 Social Science Perspectives in Gerontology (3)
GERN 5600 Economic Issues for Older Adults (3)
GERN 5500 Professional Seminars (1-3)

In addition, 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.

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.

Graduate Certificate in Gerontology
The certificate program in gerontology is designed to expand students’ marketability and skills in their chosen profession by providing a broad educational base concerning factors related to the aging of individuals and society. The program was developed on the premise that students and professionals in a variety of disciplines and professions have the greatest potential to meet the pressing needs of the aged and our changing society, provided they are given the requisite training in the application of gerontological knowledge.

All certificate courses must be taken at Webster University. Students may pursue the certificate by itself or integrate their certificate studies with an M.A. degree program. Students enrolled in the M.A. degree program in gerontology are not eligible to receive the gerontology certificate.

The 18 credit hours required for the graduate certificate in gerontology include the following courses:

GERN 5000 Gerontology (Requisite Course) (3)
GERN 5600 Economic Issues for Older Adults (3)
GERN 5620 Physiology of Aging (3)
GERN 5630 Psychology of Aging (3)
GERN 5640 Management of Programs for Older Adults (3)
GERN 5670 Social Science Perspectives in Gerontology (3)

Students seeking the gerontology 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.

Course Descriptions
GERN 5000 Gerontology (Requisite Course) (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. May be repeated to a maximum of 6 credit hours.

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

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

Program Description

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

Program Outcomes

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

Program Curriculum

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

INTL 5000 Introduction to International Relations (3)
INTL 5100 Research Methods and Perspectives (3)

Three courses (9 credit hours) from Interstate Relations/Comparative Politics Cluster
Three courses (9 credit hours) from Transnational Issues Cluster
Three International Relations Elective Courses (9 credit hours)
INTL 6000 International Relations: Theory and Practice or INTL 6250 Thesis (3)

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

INTL 5000 Introduction to International Relations (3)
INTL 5100 Research Methods and Perspectives (3)

Three courses (9 credit hours) from Interstate Relations/Comparative Politics Cluster
Three courses (9 credit hours) from Transnational Issues Cluster
INTL 6000 International Relations: Theory and Practice or INTL 6250 Thesis (3)

International Relations Elective Courses (3 courses)

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

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

Pre-approved courses (non-INTL) related to International Relations

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

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

*Advanced Research Methods may be substituted for a required course in the Interstate/Comparative or Transnational Cluster.

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 under Academic Policies and Procedures.

Course Descriptions

INTL 5000 Introduction to International Relations (Requisite Course) (3)

Students are introduced to the discipline of international relations through an overview of international security, foreign policy, international organizations, international law and international political economy. Students examine the basic structure, processes and issues relating to international affairs.

INTL 5050 Comparative Politics (3)

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

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

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

INTL 5500 Professional Seminars (1–3)
Students participate in seminars designed to examine contemporary issues in international relations. The professional seminar supplements the core and elective courses in the area of international relations by focusing on issues of current and special interest. Course may be repeated for credit if content differs. This course may not be completed by directed study.

INTL 5510 Theories of International Relations (3)
Students consider the growing literature on international relations theory, classical and modern, including realism, liberalism, feminism, behavioralism, globalism, and Marxist and imperialist theories, and the people who have elaborated these ideas and the context in which they did so. Students methodologically critique and compare theories, as well as gain an appreciation for the relevance of theory for international relations.

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

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

INTL 5550 War and Diplomacy (3)
Students examine the evolution of diplomacy and warfare in international relations. Specifically, students examine the roots of conflict between nations and study the mechanisms through which international conflicts are resolved.

INTL 5560 U.S. Foreign Policy (3)
Students examine the issues, agents, and models surrounding the American foreign policy decision-making process and the issues facing the United States in contemporary international relations.

INTL 5570 Comparative Foreign Policy (3)
This course compares how various governments develop the strategies that guide their actions in international affairs. This course employs an institutional and cross national approach to demonstrate how foreign policy is formulated and influenced by domestic and international considerations. Course may be repeated if content differs.

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

INTL 5600 Area Studies (3)
The student examines the history, culture, politics, and economic systems of regions and countries that play an important role in world politics. Specific content varies from term to term and includes regions such as Africa, the Middle East, Latin America, Eastern and Western Europe, the Commonwealth of Independent States, and North America. The course may be repeated for credit if content differs.

INTL 5610 Non-Thesis Readings/Research (3)
This is an intensive, one-on-one reading and/or research course for students with special interests in cooperation with an individual professor. This course may not duplicate other courses in the curriculum. Policies and procedures in Directed Studies must be followed. Course may be repeated for credit if content differs.

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

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

INTL 5860 Issues in International Politics (3)
The course examines in depth such issues and topics as: terrorism, controlling weapons of mass destruction, illicit trade, imperialism, and conflict resolution. Course may be repeated for credit if content differs.

INTL 5900 Advanced Research Methods (3).
This course builds upon INTL 5100 by providing additional analytical and theoretical background relating to research methods, data analysis, qualitative techniques and statistical theory. Prerequisite INTL 5100.

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

INTL 6250 Thesis (3–6)
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.
Program Description

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

Program Curriculum

The 36 credit hours required for the M.A. degree must include the following courses for a major in legal analysis.

LEAN 5010 Introduction to the American Legal System or LEGL 5000 Introduction to Legal Studies
LEAN 5260 Methods of Legal Research and Writing I
LEAN 5450 American Constitutional Law or
LEAN 5100 Jurisprudence
LEAN 5470 Civil Actions
LEAN 5620 Applied Legal Decision Making
LEAN 5640 Legal Aspects of Managing Technology or LEAN 5510 Computers in the Law or LEAN 5520 Law on the Net
LEG 5800 Computerized Legal Research
LEAN 6000 Integrated Law Project
One course from the Legal Ethics Cluster
Two courses from the Legal Topics Cluster
One course from the Employment Law Cluster

Legal Ethics Cluster

LEAN 5300 Ethics for the Legal Professional
HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development
MNGT 5910 Ethical and Legal Issues in Management
SECR 5010 Legal and Ethical Issues in Security Management

Legal Topics Cluster

BUSN 5630 Business Law
HLTH 5140 The Law and Health Services
INTB 5630 International Law and Business
INTL 5530 International Law
INTL 5860 Issues in International Politics (with law-related subtitle)
LEAN 5270 Methods of Legal Research and Writing II
LEAN 5490 Advance Topics in Law (excludes Computers and Law and Law on the Net)
PADM 5830 Administrative Law and Processes
PROC 5810 Acquisition Law
PROC 5890 Government Procurement Law

Employment Law Cluster

HRDV 5710 Diversity in the Workplace
HRMG 5700 Legal Aspects of Human Resources Management
LEAN 5610 Legal Aspects of Human Resources Management
LEAN 5630 Legal Aspects of Inter-Cultural Management

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

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

Required courses with the prefix LEAN or LEGL may be taken as directed studies, subject to the conditions stated in the Directed Studies section under Academic Policies and Procedures. Courses with all other prefixes are subject to the terms and conditions listed in this catalog by their respective programs.

Students who wish to pursue both an M.A. in legal analysis and a paralegal certificate within 36 credit hours must make specific course selections within the clusters listed above.

*Note: A major in legal analysis does not qualify students to sit for a bar examination, practice law, or give legal advice.*

Graduate Certificate in Paralegal Studies

A graduate certificate in paralegal studies is offered at the St. Louis campuses and at the Kansas City metropolitan campus. Webster's paralegal certificate program in Webster Groves and downtown St. Louis has been approved by the American Bar Association (ABA). The Kansas City certificate program has not applied for, and therefore is not currently approved by, the ABA.

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 M.A. degree program.

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

LEAN 5000 Introduction to Legal Studies
LEAN 5300 Ethics for the Legal Professional
LEAN 5260 Methods of Legal Research and Writing I
LEAN 5270 Methods of Legal Research and Writing II
LEAN 5470 Civil Actions
Two LEAN 5490 Advanced Topics in Law courses (6 credit hours)

(For LEAN students, one of the LEAN 5490 courses must be either LEAN 5490 Computers in the Law or LEAN 5490 Law on the Net)
LEN 5800 Computerized Legal Research
Areas of law offered in Topics courses include:

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

Students seeking the paralegal certificate should consult the Admission, Enrollment, Academic Policies, and Graduate Certificates sections of this catalog for information regarding application, admission, registration, and the academic policies of Webster University. Note: A certificate in paralegal studies does not qualify students to sit for a bar examination, practice law, or give legal advice.

Course Descriptions

LEAN 5010 Introduction to the American Legal System (3)

This requisite course provides a historical background into the American legal system with emphasis on legal structure and organization. The course content will focus on an overview of substantive areas such as, criminal law, administrative law, torts, contracts, and the like.

LEAN 5260 Methods of Legal Research and Writing I (3)

This course is designed to develop the student's research and writing skills, including legal citations. Methods of Legal Research and Writing I introduces the student to the skills necessary for identifying, locating, and using legal resources, including: primary sources of statutory and case law; secondary authority; and research reference tools commonly located in a law library which are used to navigate the primary and secondary sources. In addition, the students will be introduced to the process of computer-aided legal research. This class also explores the process of legal analysis through the incorporation of the results of legal research into legal argument and legal memoranda. Prerequisite: LEAN 5010 or LEGL 5000.

LEAN 5270 Methods of Legal Research and Writing II (3)

This course is a continuation of LEAN 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 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: LEAN 5260.

LEAN 5510 Computers in the Law (3)

This course provides direct exposure to the principal law-related computer applications including: litigation support (full text and content-coded), word processing, time and billing, docket control, and conflict of interest. Prerequisites: LEAN 5010 and LEAN 5260.

LEAN 5520 Law on the Net (3)

Students will be introduced to the information highway through the use of emerging technology. Particular emphasis will be placed on accessing resources of interest to legal researchers through the Internet. Prerequisites: LEAN 5010 and LEAN 5260.

LEAN 5610 Legal Aspects of Human Resources Management (3)

This course provides an overview of legal issues affecting human resources management. It focuses on the dynamic impact federal and state law exert on organizations with regard to employment issues, including labor relations, employment discrimination, wages and hours, and workers' compensation. The course emphasizes some of the legal problems associated with the management of human resources and the legal impact of human resources decisions.

LEAN 5620 Applied Legal Decision Making (3)

This course is designed to help the student understand the decision-making process as it relates to legal issues. Students will focus on identifying legal issues, discerning the applicable law, applying the pertinent facts, and engaging in escalating degrees of legal analysis. Students will apply these skills to a variety of topics, including the formation, continuation, and termination of business entities, potential personnel problems, contractual relationships, and the fiduciary duties inherent to professional positions.

LEAN 5630 Legal Aspects of Inter-Cultural Management (3)

Students examine the cultural aspects of managing businesses and other entities within the United States and in other countries. Among the topics students will examine is the impact of culture, ethnicity, gender, and other factors on the legal management of a U.S. entity, the conflict of laws in international management, and trends affecting national and international law pertaining to management.

LEAN 5640 Legal Aspects of Managing Technology (3)

Students examine the implications of managing technology and the products of technology, including e-mail, wireless telephones, surveillance, employee records, and employee tracking devices. Civil law, criminal law, regulations, and ethical rules will be studied.

LEAN 6000 Integrated Law Project (3)

The student is expected to apply the legal principles learned in this program, along with current research to produce a project with theoretical and/or practical application to typical legal issues relative to the legal environment in which the student functions or plans to function. Prerequisite: completion of all other required courses in this major.
Legal Studies

Program Description
The coursework 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 major should be attractive to those individuals (for example, managers, teachers, government employees, and legal assistants) who need additional legal knowledge to function more effectively. 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.

M.A. 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.

Program Curriculum
The 39 credit hours required for the M.A. degree must include the following courses for a major in legal studies:

LEGL 5000 Introduction to Legal Studies (Requisite Course)
LEGL 5100 Jurisprudence
LEGL 5300 Ethics for the Legal Professional
LEGL 5400 Anglo-American Legal History
LEGL 5450 American Constitutional Law
LEGL 4460 Methods of Legal Research and Writing I
LEGL 4470 Methods of Legal Research and Writing II
LEGL 5490 Advanced Topics IV
LEGL 5470 Civil Actions
LEGL 5480 Criminal Actions
LEGL 5490 Advanced Topics II
LEGL 5800 Computerized Legal Research

Elective

LEGL 6000 Research and Writing Project

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.

Please note; LEGL 4460 Methods of Legal Research and Writing I is the prerequisite for LEGL 4470 Methods of Legal Research and Writing II. LEGL 5490 Advanced Topics IV, and LEGL 5800 Computerized Legal Research, and LEGL 5850 Advanced Legal Writing.

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 major in legal studies does not qualify students to sit for a bar examination, practice law, or give legal advice. Webster University's legal studies M.A. and certificate programs at the Webster Groves and downtown St. Louis campuses have been approved by the American Bar Association (ABA).

Graduate Certificate in Paralegal Studies
A graduate certificate in paralegal studies is offered at the St. Louis campuses and at the Kansas City metropolitan campus. Webster’s paralegal certificate program in Webster Groves and downtown St. Louis has been approved by the American Bar Association (ABA).

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 M.A. degree program.

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

LEGL 5000 Introduction to Legal Studies
LEGL 5300 Ethics for the Legal Professional
LEGL 5260 Methods of Legal Research and Writing I
LEGL 5270 Methods of Legal Research and Writing II
LEGL 5470 Civil Actions
Two LEGL 5490 Advanced Topics in Law courses (6 credit hours)
LEGL 5800 Computerized Legal Research

Areas of law offered in Topics courses include:

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

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

Note: A certificate in paralegal studies does not qualify students to sit for a bar examination, practice law, or give legal advice.
Course Descriptions

LEGL 5000 Introduction to Legal Studies (Requisite Course) (3)
This course provides a background in the American legal system with emphasis on ethics, terminology, and legal analysis. Course content focuses on an overview of substantive areas such as torts, contracts, property, and criminal law.

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 5200 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 legal citations. Methods of Legal Research and Writing I introduces the student to the skills necessary for identifying, locating, and using legal resources, including: primary sources of statutory and case law; secondary authority; and research reference tools commonly located in a law library which are used to navigate the primary and secondary sources. In addition, the students will be introduced to the process of computer-aided legal research. This class also explores the process of legal analysis through the incorporation of the results of legal research into legal argument and legal memoranda. Prerequisite: LEGL 5000.

LEGL 5270 Methods of Legal Research and Writing II (3)
This course is a continuation of LEGL 4460. Methods of Legal Research and Writing I 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 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 considerations such as confidentiality; unauthorized practice of law; and conflict of interest, as well as the consequences of unethical behavior. In addition, students will be provided with frameworks for dealing with the moral dilemmas that legal professionals face. Prerequisite: LEGL 5000.

LEGL 5400 Anglo-American Legal History (3)
The student examines the history and development of the Anglo-American common law. Special topics include sources; procedural and substantive developments; and the roles of courts, lawyers, legislatures, and jurists. Prerequisite: LEGL 5000.

LEGL 5450 American Constitutional Law (3)
Students study legal constitutional principles. Emphasis is on access to the courts, growth of federal power under the commerce clause, due process and equal protection, and case law methodology. Prerequisite: LEGL 5000.

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

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

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

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

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

LEGL 5580 Computerized Legal Research (3)
Course will acquaint students with the fundamental concepts of locating and accessing legal information using computer technology. Prerequisites: LEGL 5000 and LEGL 5260.

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

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

Location
The M.S. in nurse anesthesia is offered at the following location:
Continental United States
St. Louis, MO
Home Campus

Program Description
The master of science (M.S.) in nurse anesthesia program prepares students for expertise in the art and science of anesthesia. Nurse anesthesia is an evolving profession, sensitive to the needs of society and the profession. Individuals develop this expertise through a holistic and complex integration of affective, cognitive, and psychomotor skills. The philosophy of Webster University's nurse anesthesia program is that graduate education is fundamental to preparation for practicing as a certified registered nurse anesthetist.

Webster University also believes that the profession of anesthesia requires a scientific and dynamic approach to assist in the return to health. The professional nurse anesthetist provides a variety of health services to individual patients and underserved communities using a variety of theories. The practice of anesthesia involves assessment, planning, implementation, directing, and evaluating the care process. The practice of nurse anesthesia is founded in a long tradition with numerous activities of the nurse anesthesia profession directed toward disease prevention, health maintenance, restoration, and rehabilitation. Strong moral, ethical, and legal codes are fundamental to the practice of nurse anesthesia. These codes are reflected in internal, external, independent, and interdependent behaviors.

Education at the graduate level is an expansion of the knowledge attained from undergraduate studies. Graduate education at Webster University encourages the development of advanced skills, theoretical knowledge, and critical thinking skills to practice the art and science of anesthesia. The art and science of anesthesia are dynamic and require continued educational endeavors to stay abreast of current theory. Therefore, the nurse anesthetist must recognize the need to enhance one's knowledge and improve one's skills as a lifelong endeavor in the discipline of nurse anesthesia. The curriculum spans 2 1/2 years of continuous enrollment. The program is accredited for ten years until 2011.

Clinical Education Partners
Sites for beginning level clinical experiences may include DePaul Hospital, Des Peres Hospital, St. Joseph's Hospital of Kirkwood and the Veteran's Affairs Medical Center.
Nurse anesthesia residents may obtain clinical experiences at the intermediate and advanced levels at any of our affiliated Institutions. They include Cardinal Glennon Children's Hospital,* Christian Hospital Northeast,* DePaul Health Center, Des Peres Hospital, Forest Park Hospital, HealthSouth Outpatient Surgery Center, Jefferson Memorial Hospital, Lake Regional Hospital, Missouri Baptist Medical Center, Perry County Memorial Hospital, Phelps County Regional Medical Center, St. Anthony's Medical Center,* St. Joseph's Hospital in Kirkwood, St. Louis University Hospital,* the Veteran's Affairs Medical Center, and Texas Tech University.

*Sites that are new in 2005

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

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

Required Nurse Anesthesia Courses
BIOL 5400 Introduction to Anesthesia
BIOL 5450 Basics of Anesthesia
BIOL 5500 Principles of Anesthesia I
BIOL 6270 Principles of Anesthesia II
BIOL 5510 Anesthesia Concepts I
BIOL 5550 Anesthesia Concepts II
BIOL 5570 Anesthesia Concepts III
BIOL 5610 Clinical Application of Pharmacology
BIOL 5960 Pathophysiology I
BIOL 6090 Pathophysiology II
BIOL 5700 Pharmacology I
BIOL 6000 Pharmacology II
BIOL 6200 Pharmacology III

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

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

OVERALL TOTAL HOURS: 78 hours
Nurse Anesthesia (M.S.)

Admission
Requirements for admission to the M.S. in nurse anesthesia program include:
A. Baccalaureate degree in nursing or equivalent (related basic science degree) from a fully accredited college with submission of application and a graduate of an approved school of nursing. Coursework in chemistry and physics is strongly recommended.
B. A cumulative G.P.A. of 3.0 on a 4.0 scale for undergraduate studies or evidence of outstanding post-graduate academic achievement.
C. A minimum of one year of experience in an acute care setting as a professional registered nurse.
D. Current licensure as a registered professional nurse, Missouri license required for once admitted.
E. A copy of your current nursing license. Reciprocity inquiries should be directed to: Missouri State Board of Nursing, P.O. Box 656, Jefferson City, MO 65102 (573) 751-2334
F. A current résumé describing professional education, experience, and any other supporting activities.
G. Three evaluations providing assessment of professional performance, continuing education, and character traits. Include at least one assessment from a CRNA and one from an immediate supervisor.
H. Official transcripts from all universities, colleges, and professional schools sent to Webster University Office of Graduate and Evening Student Admissions.
I. A personal interview.

Academic Performance
Students must earn a minimum cumulative G.P.A. of 3.0 during the course of graduate study, and are permitted only 1 course grade of “C”.

General Requirements
Enrollment in all nurse anesthesia courses requires admission to the nurse anesthesia program. Completion of the courses will occur in the sequence prescribed by the program for the cohort group in which enrolled; deviations from this sequence, or enrollment without admission to the program require special permission of the Program Director.

Students in this program are subject to the policies and procedures for graduate studies for Webster University and the M.S. in nurse anesthesia program.

Continuous Enrollment
Graduate students enrolled in the M.S. in nurse anesthesia program must maintain continuous enrollment, or request special permission from the Program Director.

Course Descriptions
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.

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.

SCIN 5000 Review Chemistry/Physics/Math/Introduction to Computers (0)
Reviews basic medical mathematics, chemistry, and physics. The central purpose of the course is to bridge the principles of physics with clinical applications. Physics provides a foundation for the understanding of many physiological processes and is important in understanding the design and proper use of anesthesia equipment and monitoring devices. Students will be introduced to the basic concepts of computers, and computers will be used to integrate the material of the courses.

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, and the following systems: musculoskeletal, neuroendocrine, and respiratory systems, and their 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 in the twenty-first century.

BIOL 5250 Biostatistics for Nurse Anesthesia I (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, one-way analysis of variance, and regression analysis. Computers will be used for some computational analysis.

BIOL 5280 Biostatistics for Nurse Anesthesia II (3)
Continuation of Biostatistics I. Covers nonparametric statistics, two-way analysis of variance, and multivariate analysis. Most of the analysis will be done using computer programs.

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 engages in critical thinking 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.

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 engages in critical thinking 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.

BIOL 5400 Introduction to Anesthesia (3)
This course includes a Journal Club. It is the first course in anesthesia designed to introduce the student to the basic professional aspects of nurse anesthesia practice including professional development, ethical, social, and legal issues. Introduction to the field of anesthesia also includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, objectives of Healthy People 2010, historical perspectives, and specialties in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for preanesthetic assessment, and analyzing physiologic principles. A Journal Club that enhances the content accompanies
Nurse Anesthesia (M.S.)

this course. It affords the student an opportunity to research the various content areas and develop presentation skills. 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 anesthesiology meetings. This course includes a multi-day orientation to clinical experiences.

BIOL 5450 Basics of Anesthesia (2)
This course is a continuation of BIOL 5400, Introduction to Anesthesia, it includes a Journal Club. It is designed to introduce the student to the basic professional aspects of nurse anesthesia practice including professional development, ethical, social, and legal issues. Introduction to the field of anesthesia also includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, objectives of Healthy People 2010, historical perspectives, and specialties in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for preanesthetic assessment, and analyzing physiological principles. This fundamental course begins prior to the start of the clinical practicum and then proceeds in conjunction with BIOL 5600 Clinical Experience I, to give students a comprehensive background. A Journal Club that enhances the content taught in Introduction to Anesthesia accompanies this course. It affords the student an opportunity to research the various content areas and develop presentation skills. 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 anesthesiology meetings. Prerequisite: admission to the M.S. in nurse anesthesia program.

BIOL 5500 Principles of Anesthesia I (3)
This course is the first of two courses designed to introduce the student to the art and science of nurse anesthesia. The course includes discussion of professional aspects and anesthetic principles, and introduction to comprehensive anesthetic planning, monitoring, co-existing disease states, and pharmacology. This course includes discussion of medical and systems management during the administration of anesthesia. It emphasizes the effects of anesthesia on the cardiovascular and respiratory systems. It includes state-of-the-art computer simulation to assist in the integration of didactic content and development of clinical skills. This course is offered in conjunction with BIOL 5710 Clinical Experience II. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings.

BIOL 5510 Anesthesia Concepts I (2)
This course continues to build on the foundation provided by the Principles of Anesthesia courses I and II. It includes a presentation of advanced techniques and procedures in anesthesia. The placement, management, and interpretation of invasive monitors will be discussed. Advanced anesthesia concepts and techniques of pain management and critical care management following anesthesia will be discussed. The topics are integrated with BIOL 6210 Clinical Experience IV, and represent a thorough investigation into specialty fields of anesthesia. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings.

BIOL 5550 Anesthesia Concepts II (3)
This course is an extension of BIOL 5510 Anesthesia Concepts I and includes the presentation of advanced techniques and monitors in anesthesia specifically related to the specialty areas of regional, pediatric, and obstetric anesthesia care. The advanced principles and techniques associated with each of these specialty areas of practice will be discussed. The topics are integrated with learning labs, continuing clinical experiences in BIOL 6210 Clinical Experience V, and throughout the remainder of the program. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings.

BIOL 5570 Anesthesia Concepts III (2)
This course is a continuation of Anesthesia Concepts II and includes the presentation of advanced techniques and monitors in anesthesia specifically related to the specialty areas of regional, pediatric, and obstetric anesthesia care. The advanced principles and techniques associated with each of these specialty areas of practice will be discussed. The topics are integrated with learning labs, continuing clinical experiences in BIOL 6210 Clinical Experience V, and throughout the remainder of the program. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings.

BIOL 5600, 5760, and 5770 Clinical Experience I, II, and III, Beginning Level
Clinical experiences are designed to provide a progressive and integrative experience that coincides with didactic coursework. The clinical experiences are all supervised, and have been divided into four levels, each building on the experience of the previous level. Nurse anesthesia residents attend state-of-the-art computer simulation activities 10 times to serve as a bridge between the classroom and the clinical experiences. It provides opportunities for skills development as well as management of high-intensity, low-frequency events. This closely supervised experience focuses primarily on the management of ASA I and II patients, although the management of ASA III through V cases may be included. Cases involving invasive monitoring will be scheduled as appropriate. It includes all preanesthetic and patient assessment activities for general, regional, and MAC anesthesia, administration of the anesthetic, and postanesthesia care. A weekly case conference following the clinical experience will assist the nurse anesthesia resident in the integration of academic and clinical content. All case scheduling and management will assist the resident in meeting the guidelines and requirements for the National Certification Examination.

BIOL 5610 Clinical Application of Pharmacology
This course is designed to provide a more in-depth and comprehensive study of drugs commonly used in today’s anesthesiology practice. The topics will focus on the sedative-hypnotics, skeletal muscle relaxants, volatile anesthetics and medical gases, antiemesis, and the treatment of acute and chronic pain.

BIOL 5700 Pharmacology I (3)
This course is the first in a series of three which focuses on advanced pharmacological concepts in anesthetic administration including pharmacodynamics (pharmacotherapeutics), pharmacokinetics, and toxicology profiles of primary inhaled anesthetic agents. Problem-solving applications in the clinical area are utilized especially as they relate to proper drug selection, dose calculation, and administration.

BIOL 5780 Genetics (1)
Presents an overview of human genetics and its relationship to the disease process. Principles of transmission genetics will be covered. Abnormalities of the nervous, cardiac, respiratory, and muscular systems will be addressed. The molecular basis for various inborn errors of cellular activity and how it relates to the delivery of anesthesia will be covered.

BIOL 5800 Introduction to Research (2)
Focuses on the research process from problem formulation to analysis and interpretation. Quantitative and qualitative methodologies are addressed. The fundamental knowledge needed to plan, implement, and evaluate a research study is provided.
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BIOL 5900 Pathophysiology I (3)
Lecture and discussion of pathologic states common to the surgical population which may affect the delivery of anesthesia. Focus will be on primary disease processes of the nervous, endocrine, and respiratory systems, common therapies, and their relationship to preoperative planning and case management.

BIOL 5960, 6050, 6160, and 6260 Seminars in Anesthesia/Board Review I, II, III, and IV (0)
Seminars in anesthesia courses are a compendium of topics utilized to embellish the professional development of the resident registered nurse anesthetist. These seminars are tailored to the adult learner and offer a comprehensive review in preparation for the National Certification Examination offered by the Council on Certification of Nurse Anesthetists following graduation. A combination of presentations, case studies, and problem-based learning will be employed. The student is expected to actively participate in a thorough preparation and review process. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities continue to occur through the attendance of local, state, and national anesthesia meetings.

BIOL 6000 Pharmacology II (3)
This is the second in a series of pharmacology courses, and it addresses specific intravenous anesthetic agents. Pharmacology II is a more intensive examination of the pharmacokinetics and pharmacodynamics of intravenous anesthetic agents, barbiturates, muscle relaxants, and adjuvant drugs used in anesthesia. The scope of pharmacology is widened to include the effects of anesthetic drugs on the nervous system. The autonomic, sympathetic, parasympathetic, and central nervous systems will be thoroughly examined.

BIOL 6100 Pathophysiology II (3)
Continuation of BIOL 5900 Pathophysiology I. Focus will be on primary disease processes of the cardiovascular, renal, and digestive systems, common therapies, and their relationship to preoperative planning and anesthesia case management.

BIOL 6200 Pharmacology III (3)
Pharmacology III is the third course in a series emphasizing the pharmacology related to the cardiovascular, respiratory, and endocrine systems. Pharmacology III will also address the nonanesthetic drugs related to the practice of anesthesia. Topics like antibiotic, antifungal, and antiviral therapy, the use of pharmacology in HIV, TB, hepatitis, hematologic, and oncologic disorders will be presented. Dermatologic and gastrointestinal pharmacology will be presented as they relate to anesthesia using the clinical practicum and with special focus on clinical applications.

BIOL 6220, 6230, 6240, 6280, and 6290 Clinical Experience IV, V, VI, VII, and 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 and the pulmonary lab. 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.

BIOL 6255 Cellular Biology (3)
Covers fundamental concepts of the structure and function of human cells. The course begins with a light microscope study of tissue cells and an electron micrograph study of specific cells followed by a study of organelle function; and ending with cellular perspectives on the nervous system, immunology, and cancer as they relate to anesthesia.

BIOL 6270 Principles of Anesthesia II (3)
This course is the continuation of BIOL 5500 Principles of Anesthesia I, and includes an advanced focus in pathophysiology and medical and systems management during anesthesia care. It includes a discussion of advanced anesthetic principles and management of various disease states, emphasizing the effects of anesthesia on the nervous, endocrine, hepatic, renal, and cardiovascular and respiratory systems. It also includes discussion of anesthesia for the trauma patient. This course is offered in conjunction with BIOL 5710 Clinical Experience III. State-of-the-art computer simulation to assist in the integration and development of didactic content and clinical skills is included. Prerequisite: BIOL 5500 Principles of Anesthesia I.

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/The Thesis 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.

BIOL 6420, 6430, 6440, and 6450 Clinical Experience IX, X, XI, and 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.

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.

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.

BIOL 6600 Microbiology (2)
Focuses on properties of bacteria, viruses, and fungi as well as the pathogen-host interactions. An introduction to the molecular genetics of bacteria and viruses. The relation of these organisms to anesthesia and their control will be explored.

BIOL 6640 Microbiology II (2)
This course is a continuation of Microbiology. It continues the study of bacteria, viruses, and fungi as well as the pathogen-host interactions. An introduction to the molecular genetics of bacteria and viruses. The relation of these organisms to anesthesia and their control will be explored.

BIOL 6650 Developmental Biology (1)
Focuses on the development of the anatomical and physiological process from embryo to newborn. Normal and pathological conditions will be compared, and anesthesia implications will be discussed.
Program Description
The master of science in nursing (M.S.N.) program is designed for registered nurses with a B.S.N. who wish to pursue advanced nursing knowledge. A family centered nursing framework is used to prepare graduates for one of two roles: educator or leader. In addition to specific courses relevant to the student's chosen area of emphasis, students take core courses in nursing theory, nursing research, policy and politics, and family systems nursing. All students complete a synthesis project. Graduates of the M.S.N. program are prepared for positions in nursing education or leadership roles in a variety of settings. The program requires the completion of 36 credit hours. Courses are scheduled in an eight week format. The M.S.N. program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, New York, 10006, 212-363-5555. The program is available at the St. Louis and Kansas City campuses. It is designed to be a part-time program that students can complete in three years.

Program Curriculum
The 36 credit hours required for the M.S.N. must include the following courses:

- **NURN 5000 Theoretical Foundations of Advanced Nursing (Requisite Course)**
- **NURN 5050 Policy and Politics in Nursing**
- **NURN 5550 Advanced Nursing Research**
- **NURN 5800 Family Systems Nursing**
- **NURN 5810 Families in Transition**
- **NURN 5820 Families Experiencing Illness**
- **NURN 6000 Integrated Studies in Nursing**

In addition, the degree-seeking student must complete one of the following options:

**Educator Focus**
Students planning to pursue a position in nursing education and selecting this option must complete the following courses:

- **NURN 5210 Instructional Methods in Nursing**
- **NURN 5220 Curriculum Development and Evaluation**
- **NURN 5230 Teaching Practicum in Nursing I**
- **NURN 5240 Teaching Practicum in Nursing II**

An additional 3 credit hours are needed to complete the requirements for the M.S.N. These electives may include other nursing courses or courses from other programs with advisor approval.

**Leader Focus**
Students planning to pursue a position in nursing leadership and selecting this option must complete the following courses:

- **NURN 5410 Leadership in Nursing**
- **NURN 5420 Financial Issues for Nurse Leaders**
- **NURN 5430 Legal Issues for Nurse Leaders**
- **NURN 5440 Leadership in Nursing Practicum I**
- **NURN 5450 Leadership in Nursing Practicum II**

**Course Descriptions**

- **NURN 5000 Theoretical Foundations of Advanced Nursing (Requisite Course) (3)**
  Students examine philosophical and theoretical foundations of nursing. Analysis of selected concepts and theories from nursing and related fields are emphasized.

- **NURN 5050 Policy and Politics in Nursing (3)**
  Students examine the role of nursing in a political environment and policy within the health care arena. Social, economic, ethical, and legislative issues influencing health care policy and nursing practice.

**General Requirements**

The student in this graduate program is subject to the policies and procedures for graduate studies and the M.S.N. program.

**Admission**

Admission to the M.S.N. program is based on intellectual capacity, academic record, professional performance, clarity of goals, initiative, and other qualities appropriate to graduate study in nursing. These qualities are difficult to measure in absolute terms, and the decision to offer admission is based on appraisal of the total application record.

The requirements for admission to the M.S.N. program are as follows:

1. a bachelor of science in nursing (B.S.N.);
2. current licensure as a registered nurse in the United States and eligibility for licensure in Missouri;
3. a minimum cumulative undergraduate G.P.A. of 3.0 on a 4.0 scale;
4. completion of an undergraduate statistics course with a grade of C or better;
5. a minimum of one year of clinical experience in nursing;
6. completion of the M.S.N. program application along with the application fee and official transcripts from all colleges, universities, and schools of nursing;
7. three academic and/or professional recommendations;
8. a curriculum vitae describing scope, responsibility, and function of all work experience;
9. a brief essay (500 words or less) clearly describing the applicant's educational and professional objectives for graduate study;
10. a personal interview.

Special consideration may be given to graduates of B.S.N. programs without specialty accreditation, to students with extraordinary professional accomplishments, or to students whose academic records show marked improvement in the later years of college or professional studies.

**Continuous Enrollment**

Students in the M.S.N. program must maintain continuous and consecutive enrollment in this program at Webster University. Students who do not enroll for three or more consecutive eight- or nine-week terms will be withdrawn from the program. The student may request a waiver of this requirement.

**Locations**
The M.S.N. is offered at the following locations:

- **Continental United States**
  - Kansas City Metropolitan Campus, MO
  - St. Louis, MO
  - Home Campus
NUR 5210 Instructional Methods in Nursing (3)
A variety of teaching methods are explored. Learning theories, principles of adult learning and learning objectives are examined. Use of technology in nursing education is integrated. Students develop, implement and evaluate a lesson plan appropriate for adult learners. Prerequisites: NURN 5000 and NURN 5550 or permission of Coordinator.

NUR 5220 Curriculum Development and Evaluation (3)
Curriculum design, development and evaluation are explored. Societal, educational, ethical, research and professional forces which affect nursing curricula are discussed. Students design a model curriculum, program evaluation, and outcome criteria to evaluate student achievement. Prerequisites: NURN 5000 and NURN 5550 or permission of Coordinator.

NUR 5230 Teaching Practicum in Nursing I (3)
Course content focuses on the development of lesson plans appropriate for defined learner populations. Students design, implement and evaluate educational plans. Prerequisites: NURN 5210 and NURN 5220.

NUR 5240 Teaching Practicum in Nursing II (3)
A continuation of Practicum I. The student further designs, implements, and evaluates educational plans for selected student, staff or client groups at the chosen practicum site. The role of the nurse educator in schools of nursing, staff development and community settings is analyzed. Prerequisite: NURN 5230.

NUR 5410 Leadership in Nursing (3)
This course provides the student with a theoretical foundation of nursing leadership. Professional practice models and organizational philosophies will be explored within the context of current nursing issues. The leadership skills of negotiation, delegation, conflict management, coaching, and mentoring will be applied to nursing practice. The role of communication will be examined across organization systems. The effect of gender and cultural diversity on communication will be discussed. Prerequisites: NURN 5000 and NURN 5550 or permission of Coordinator.

NUR 5420 Financial Issues for Nurse Leaders (3)
This course is based upon financial issues important to non-financial nurse leaders. The primary focus is on the interpretation and application of basic financial information from a departmental or a general organizational point of view. Topics will include the general goals and functions of financial decision-making, the role of money and financial markets in the economy, financial statement analysis, and the budget process. Capital budgeting, including the time value of money, working capital management, cost and performance measures preparation and use with a departmental or organizational focus will be discussed. The class will include nurse leader decision making criteria based upon the mission and goals of both for-profit and non-profit corporate health care delivery organizations. Prerequisites: NURN 5000 and NURN 5550 or permission of Coordinator.

NUR 5430 Legal Issues for Nurse Leaders (3)
This course will examine legal issues important to nurse leaders. Legal issues such as labor relations, employment laws, privacy laws, patient rights, and risk management will be discussed. Requirements of governmental and accrediting bodies will be addressed. Prerequisites: NURN 5000 and NURN 5550 or permission of Coordinator.

NUR 5440 Leadership in Nursing Practicum I (3)
The practicum course is designed to explore the role of nurse leader in an organizational or community setting. Students collaborate with faculty and preceptors to examine the role of nurse leader. Prerequisites: NURN 5410, NURN 5420, and NURN 5430 or permission of Coordinator.

NUR 5450 Leadership in Nursing Practicum II (3)
The practicum course is designed to explore the role of nurse leader in an organizational or community setting. Students collaborate with faculty and preceptors to examine the role of nurse leader. Prerequisites: NURN 5410, NURN 5420, and NURN 5430 or permission of Coordinator.

NUR 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.

NUR 5550 Advanced Nursing Research (3)
Students systematically evaluate and evaluate current nursing knowledge for scientific and clinical merit. Utilization of nursing research is emphasized as it relates to changing and improving nursing practice. Students identify clinical practice issues and examine research designs for their appropriateness in addressing various nursing problems. Students discern the role of researcher by completing a research utilization project related to a nursing practice issue. Prerequisite: NURN 5000.

NUR 5580 Family Systems Nursing (3)
Students examine theoretical foundations and models for family assessment and intervention, and guidelines for the family interview process. Students develop basic family interviewing skills through the use of taped interviews and through opportunities to practice nursing interventions in a supervised setting. Prerequisite: NURN 5000.

NUR 5581 Families in Transition (3)
Students examine the interaction between family functioning and health and illness. The development of advanced family interviewing skills and therapeutic nursing interventions is emphasized in the clinical component of the course. Emphasis is on families in transition. Prerequisites: NURN 5550 and NURN 5800.

NUR 5582 Families Experiencing Illness (3)
Students examine the interaction between family functioning and illness. The influence of beliefs on health and the healing process is addressed. The development of advanced family interviewing skills and therapeutic nursing interventions is emphasized in the clinical component of the course. Prerequisites: NURN 5550 and NURN 5800.

NUR 5590 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 on by the student and faculty. This course may be repeated for credit if content differs. Prerequisite: permission of department chairperson.

NUR 6000 Integrated Studies in Nursing (3)
Students synthesize and integrate learning experiences from previous coursework through an in-depth, scholarly manuscript. The final manuscript will be suitable for publication and will be presented at a nursing forum. Prerequisite: completion of at least 30 credit hours.
Patent Agency

Location
Patent agency courses are offered at the following location:
Continental United States
St. Louis, MO
Home Campus

Program Description
The patent agency program prepares students who have a science or engineering background1 to practice as patent agents before the United States Patent and Trademark Office in patent cases. A patent agent is a non-attorney whose license, issued by the Patent and Trademark Office, allows the person to prepare and prosecute patent applications. The global legal community is experiencing an increasing demand for intellectual property law services, thereby resulting in an increasing demand for patent agents knowledgeable in the field of intellectual property law.

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

Program Curriculum
The 36 credit hours required for the M.A. degree must include the following courses for a major in patent agency.

LEGL 5000 Introduction to Legal Studies (Requisite Course)
LEGL 5260 Methods of Legal Research and Writing I
LEGL 5900 Foundations of Intellectual Property Law
LEGL 5910 Patent Law
LEGL 5920 Patent Drafting
LEGL 5930 Patent Prosecution
LEGL 5940 Patent Law Regulations, Procedures, and Ethics
LEGL 5950 Patent Litigation in the Federal Circuit

Three elective courses (9 credit hours) from the following:

LEGL 5710 Global Intellectual Property Law
LEGL 5720 Copyright and Trade Secret Law
LEGL 5730 Trademark Law
LEGL 5740 Ownership, Licensing, and Transfer of Intellectual Property
LEGL 5750 Computerized Patent Searching and Patentability
LEGL 5560 Practice Before the Patent and Trademark Office
LEGL 5800 Computerized Legal Research
LEAN 5620 Applied Legal Decision Making

Please note LEGL 5260 Methods of Legal Research and Writing I is the prerequisite for LEGL 5270 Methods of Legal Research and Writing II, and LEGL 5800 Computerized Legal Research.

Note: A major in patent agency does not qualify students to sit for a bar examination to practice law, practice law, or give legal advice. Not all courses listed above will be available to students at all locations.

Since the M.A. in patent agency is not a law or paralegal degree, it does not apply for approval by the American Bar Association.

Successful completion of Webster’s patent agency program should not be construed to imply state, local, or board certification, as only the United States Patent and Trademark Office licenses patent agents.

Graduate Certificate in Intellectual Property Paralegal Studies
This certificate is designed to provide students with the knowledge and skills to work in the field of intellectual property law as a paralegal. The global legal community is experiencing an increasing demand for intellectual property law services, thereby resulting in an increasing demand for paralegals knowledgeable in the field of intellectual property law. A paralegal is a vital member of a legal team, usually combining an understanding of the law with useful practical knowledge of forms and procedures. The curriculum for a certificate in intellectual property paralegal studies provides specialized education in the law in general, while allowing the student to focus on the field of intellectual property. As this is a new program, it has not yet applied for or received approval by the American Bar Association.

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

LEGL 5000 Introduction to Legal Studies
LEGL 5260 Methods of Legal Research and Writing I
LEGL 5270 Methods of Legal Research and Writing II
LEGL 5905 Intellectual Property Law for Paralegals
LEGL 5300 Ethics for the Legal Professional
LEGL 5925 Patent and Trademark Law for Paralegals
LEGL 5800 Computerized Legal Research

One elective course (3 credit hours) from the following:

LEGL 5945 Copyright and Trade Secret Law for Paralegals
LEGL 5740 Ownership, Licensing, and Transfer of Intellectual Property
LEGL 5965 Computerized Intellectual Property Research for Paralegals

1. Pursuant to the General Requirements Bulletin for Admission to the Examination for Registration to Practice in Patent Cases before the United States Patent and Trademark Office, patent agents must possess the "legal, scientific, and technical qualifications necessary to enable him or her to render applicants for patents valuable service." Section 10.7. See Section 10.7 for educational credentials that can demonstrate the required scientific and technical training. Students in this program are entirely responsible for ensuring that they qualify to sit for the Patent Agent Bar Examination. For more information, please visit http://www.uspto.gov/web/offices/dcom/olia/examregist.htm
Students seeking the intellectual property paralegal certificate should consult the Admissions, Enrollment, Academic Policies, and Graduate Certificates sections of this catalog for information regarding applications, admission, registration, and the academic policies of Webster University.

The certificate program in intellectual property 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 in conjunction with a compatible graduate program.

Note: A certificate in intellectual property paralegal studies does not qualify students to sit for a bar examination to practice law, practice law, or give legal advice.

Since this certificate program is new, it has not yet been approved by the American Bar Association.

Course Descriptions

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

**LEGL 5560 Practice Before the Patent and Trademark Office (3)**
This course is a practical skills course on 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. This course is a comprehensive survey of the rules governing the preparation and prosecution of applications for copyright registration, and the federal and state schemes for protecting and enforcing rights in trade secrets and other confidential information.

**LEGL 5730 Trademark Law (3)**
This is a substantive law course covering the Federal and state statutory and common law schemes for protecting trademarks and service marks. This course follows the process of selecting and protecting a trademark including pre-adoption searching, preparation and filing of applications, prosecution of applications, and issuance and maintenance of trademark registrations in the U.S. and abroad.

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

**LEGL 5750 Computerized Patent Searching and Patentability (3)**
This is a legal researching and writing skills course that will focus on searching strategies and databases in patent contexts. This course will address both publicly available and private databases for searching for prior art for patentability and validity purposes, and legal precedent to support application and enforcement efforts.

**LEGL 5900 Foundations in Intellectual Property Law (3)**
This course is a survey of the four primary areas of intellectual property—patents, trademarks, copyrights, and trade secrets. This course will compare and contrast the protections afforded by each of these primary areas of intellectual property law, and will clarify the scope and limits of patent protection for new inventions and discoveries.

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

**LEGL 5910 Patent Law (3)**
This is a substantive patent law course focusing on the Federal patent laws (35 U.S.C. 1 et seq.). This course will cover the arrangement of the U.S. Patent Office, the requirements of patentability; and the patent application process. This course introduces students to the U.S. patent system, issues relating to patent law, patentability, benefits of obtaining patent protection, defenses to and remedies for patent infringement and patent issues abroad.

**LEGL 5920 Patent Drafting (3)**
This is a practical skills course that teaches the fundamentals of preparing a patent application, with particular emphasis on claim drafting. Drafting techniques useful for all technical subject matters will be covered. At the end of this course students are expected to be able to draft proper claims, and prepare patent application documents suitable for filing in the U.S. Patent and Trademark Office.

**LEGL 5925 Patent and Trademark Law for Paralegals (3)**
This is a substantive law course covering the Federal patent statute (35 U.S.C. 1 et seq.), the federal trademark statute (15 U.S.C. 1051 et seq.), and representative state trademark statutes. This course will follow the process of patenting inventions from prior art searching, preparing and filing patent applications, prosecuting patent applications, and post issuance topics. Additionally, the course will address the process of selecting and protecting trademarks including pre-adoption searching, preparation and filing of applications, prosecution of applications, and issuance and maintenance of trademark registrations in the U.S. and abroad.
Patent Agency

course will focus on the paralegal’s role in obtaining and maintaining patents and trademarks, including electronic filings.

**LEGL 5930 Patent Prosecution (3)**
This is a practical skills course that teaches the fundamentals of prosecuting patent applications — corresponding with the U.S. Patent and Trademark Office to overcome formal and substantive rejections of a patent application. Prosecution strategy with a view toward subsequent enforcement of the resulting patent will be emphasized. At the end of this course, students are expected to be able to draft a proper response to an Office Action issued by the U.S. Patent and Trademark Office, and handle other issues with the U.S. Patent and Trademark Office relating to the issuance and maintenance of U.S. patents.

**LEGL 5940 Patent Law Regulations, Procedures, and Ethics (3)**
This course reviews the patent laws (35 U.S.C. 1 et seq.), the formal patent rules (37 CFR), and information patent rules (the Manual of Patent Examining Procedure). One of the objectives of this course is for students to become familiar with the practical side of how the patent laws are implemented by the U.S. Patent and Trademark Office. Students will also learn the nuts and bolts of patent filing — what papers are necessary to file a patent application and how to prepare and file them. This course will also cover ethical issues of patent preparation and prosecution.

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

**LEGL 5950 Patent Litigation and the Federal Circuit (3)**
This is a substantive law course focusing on the Court of Appeals for the Federal Circuit, which has exclusive jurisdiction over most patent-related lawsuits. This course will cover the structure of the Court, and its procedures, and the effect of the Court’s decisions on Patent Office Procedures and patent litigation. Specific attention will be given to the study of the significant rulings of the Federal Circuit on the interpretation of patents, the determination of infringement, and the remedies available for infringement.

**LEGL 5965 Computerized Intellectual Property Research for Paralegals (3)**
This is a legal researching and writing skills course that will focus on searching strategies and databases in intellectual property contexts. This course will address both publicly available and private databases for searching for prior art for patentability and validity purposes; trademarks and services marks for availability and clearance searches; and legal precedent to support application and enforcement efforts.

This is the capstone practical skills course bringing together all of the substantive law knowledge and practical skills training and applying it to the searching, preparation, filing and prosecution of a patent application on an invention. Students will follow a project from start to finish, producing a portfolio-type work product that may be useful as a writing sample.
Leigh Gerdine College of Fine Arts


Departments (3): Art; Music; Theatre and Dance

Mission Statement

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

This Mission Statement clearly reflects the spirit and atmosphere that permeates the creative atmosphere of the College. The demands placed on students are enormous. In order to succeed, the faculty expect students to be highly disciplined; to be completely focused on the challenges that will be placed in front of them regularly; to be resilient in their spirit to use the talent and instruction available to achieve new levels of excellence; and to understand that to be an artist in our community, it is necessary to be a citizen and a leader. 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 students, significant partnerships are in place with the outstanding performing and visual arts organizations in the region. The Opera Theatre of Saint Louis and The Repertory Theatre of St. Louis are housed on campus and perform their seasons in the Loretto-Hilton Center for the Performing Arts. The Saint Louis Gallery Association is headquartered in the Art Studio Building. The Saint Louis Symphony Orchestra and Dance St. Louis have curricular programs and offerings jointly offered with Webster. The presence of these outstanding arts organizations provides our students with day-by-day opportunities to understand the discipline and the demand for excellence that must be maintained at the highest level of achievement. The professionals working with these organizations are selected to be members of the faculty of artists that is the Leigh Gerdine College of Fine Arts.

It is expected that through the entrance audition process, our students are excellent. It is expected that our students are ready for the daily regime necessary to excel. It is expected that our students will be intellectually curious. It is expected that our students will utilize the resources available to them to prepare themselves for successful careers in the arts discipline of choice. It is expected that the faculty will provide the models of excellence that are required to ensure that the best training is available. It is expected that the Leigh Gerdine College of Fine Arts will be a regional and national leader in the visual and performing arts. Everyone—students, faculty, and staff—is dedicated to being a community of artists reaching for excellence. Expect to be challenged, and prepare to succeed.
Location
Art courses are offered at the following location:
Continental United States
St. Louis, MO
Home Campus

Program Description
The master of arts (M.A.) in art is offered with areas of emphasis in art history and criticism, and studio art (ceramics, drawing, graphic design, painting, photography, printmaking, and sculpture). In combination with these areas, the Art Department also offers graduate study in alternative media.

Applicants should demonstrate advanced preparation through portfolio review, previous coursework, and résumé. In addition to the Webster University graduate admission requirements, applicants must satisfy the admission requirements listed below and petition to study within one of the areas of emphasis. A student admitted into the program will be assigned an advisor from the art faculty. All students in the M.A. in art program will be reviewed for advancement to candidacy on completion of 6 credit hours with grades of B or above.

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

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

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

Program Curriculum
The M.A. student in art must successfully complete a minimum of 36 credit hours of coursework that is relevant to the student’s area of emphasis including:

- ART 5000 Graduate Seminar in Art (3 hours)
- Emphasis coursework (18 hours)
- Graduate art electives (9 hours)
- ART 6250 Thesis (6 hours)

Art history and criticism students must submit a formal research thesis following Webster University graduate thesis guidelines. The thesis requirement for studio art comprises a written thesis and an exhibition of selected works completed in the program.

Course Descriptions
ART 5000 Graduate Seminar in Art (Requisite Course) (3)
This course provides contemporary issues in art and art criticism. This seminar is necessary for advancement to candidacy in the graduate program in art. Prerequisite: admission to the graduate program in art.

ART 5110 Drawing Studio (3)
This course provides advanced problems in techniques of figure drawing, gesture, contour, chiaroscuro, and long drawing. Prerequisite: admission to the graduate program in art. May be repeated for credit.

ART 5270 Graphic Design Studio (3)
Graduate projects in graphic design, layout, display, research, and production are central to this course. Studio work includes theoretical and practical exploration of design concepts. Prerequisite: admission to the graduate program in art. May be repeated for credit.

ART 5340 History of Renaissance Art (3)
This is a study of the art and architecture of the Baroque period including the study of the Academy and the development of the artist as a reformer/conformist. Course includes a significant research project and an oral presentation. Prerequisite: admission to the graduate program in art.

ART 5350 Seventeenth- and Eighteenth-Century Art (3)
This is a study of the art and architecture of the Baroque period including the study of the Academy and the development of the artist as a reformer/conformist. Course includes a significant research project and an oral presentation. Prerequisite: admission to the graduate program in art.

ART 5360 History of Modern Art (3)
The study and research of art created in Europe and America in the nineteenth century and the early modern period is central to this course. Developments include early twentieth-century art as it relates to political forces of the day, the Russian Revolution, and World War I. The course includes a significant research project and an oral presentation. Prerequisite: admission to the graduate program in art.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**ART 6500 Graduate Internship in Art (3-6)**
Music

Location
Music courses are offered at the following location:
Continental United States
St. Louis, MO
Home Campus

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

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

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

In contrast to the performance-related M.M., academic studies in music and related fields are emphasized in the M.A. in music degree program. Performance and creative musical endeavors, however, will be central to the course of study for many students. Graduates of the M.A. program will be qualified to teach applied music in the studio or classroom, perform with or conduct ensembles, compose or arrange music, pursue doctoral studies in musicology, theory, or another field, or establish an expertise in any one or several additional areas.

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

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

Music Audition Procedures

Church Music
Applicants should prepare a minimum of three works in contrasting styles from the classical or sacred repertoire for piano, voice, or organ as the major instrument. If piano or organ is not the major instrument, a demonstration of keyboard skills will also be expected.

Composition
Applicants for the M.M. in composition must present a portfolio of scores in various genres, as well as recordings of the works from performances, or electronic realizations, if possible. Applicants are also required to perform on their major instrument.

Instrumental Performance and Orchestral Performance
Applicants for the M.M. in instrumental performance and orchestral performance should present a minimum of three major works, preferably performed from memory in a variety of historical and technical styles. Orchestral instrumentalists should perform excerpts from standard orchestral literature.

Jazz Studies
Applicants should prepare a minimum of three works from memory. Instrumentalists should demonstrate improvisation skills on a 12 bar blues, a standard by Ellington or a similar composer, and contemporary jazz work. Vocalists should perform two standards from the jazz repertoire. Scat singing may be requested. Percussionists will demonstrate an understanding of swing, Latin, fusion, and other styles. A brief sight-reading demonstration may be required.

Music Education
Please follow the guidelines provided elsewhere in this section for auditions in piano, vocal or instrumental performance, or jazz studies.

Piano or Organ
Piano and organ applicants should prepare a minimum of three major works, performed from memory, in contrasting styles. Two selections must be from the Baroque, Classical, or Romantic periods. The third work should be from the Impressionist or contemporary periods.

Voice
Applicants must submit previous recital programs and be assessed on knowledge of repertoire, dictation, and language phonetics. Applicants will perform five works from memory, including oratorio/operatic arias and songs from the classical repertoire in four languages. Applicants may be asked to sight-sing or vocalize to assess pitch perception and tone production.

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

Students should consult the Academic Warning, Probation, and Dismissal sections of this catalog for further information. In addition, the Department of Music Student Handbook, available from the Music Office, includes departmental policies on admission to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to M.M. and M.A. students. This departmental policy manual constitutes an extension of the 2003–2005 Webster University Graduate Studies Catalog.

Ensemble Requirement for Graduate Students

All graduate students in music are required to complete two semesters in a major ensemble. Jazz studies majors may fulfill this requirement through the various jazz ensembles. Composition majors will participate in the New Music Ensemble for one term, with a second term in Wind Ensemble, Orchestra, or a choral ensemble. Majors in other areas will choose choir, orchestra, or wind ensemble. Additional performing groups (such as Opera Studio or Jazz Singers) may be chosen for elective credit. Specific ensemble requirements are listed with each degree and area of emphasis below.

Master of Music

Composition Emphasis

The composition program at Webster focuses primarily on contemporary music. Students are also encouraged to explore many other musical styles and technologies such as jazz, electronic, computer, and MIDI applications. Faculty composers work directly with composition majors. Among other opportunities available for the performance of students’ works are those provided by the Webster University New Music Ensemble.

Required Courses

- MUSC 4040 Music of the Twentieth Century* 3 hours
- MUSC 5010 Composition (four semesters) 8 hours
- MUSC 5100 Analytical Techniques I 2 hours
- MUSC 5110 Analytical Techniques II 2 hours
- MUSC 5120 Seminar in Music Literature I 3 hours
- MUSC 5130 Seminar in Music Literature II 3 hours
- MUSC 5230 Seminar in Music Business 2 hours
- MUSC 4950 New Music Ensemble 1 hour
- Major Ensemble: 1 hour

Electives: 7–9 hours

Final project: 0 hours

The student must submit a major composition project (thesis) and present a recital of works completed while at Webster University at least 45 minutes in length. A recording of the recital must accompany the submitted thesis manuscript.

Oral examination: 0 hours

Total: 32 hours

*Suggested Electives

MUSC 4040, or equivalent, as undergraduates (with grades of B or better) may choose electives.

Required Courses

- MUSC 4040 Jazz Scoring and Arranging I 3 hours
- MUSC 4390 Commercial Composition 3 hours
- MUSC 5000 Applied Music 1–3 hours
- MUSC 5200 Independent Study 1–3 hours

Jazz Studies Emphasis

The Webster jazz studies program is based around the small group performing experience. The M.M. in jazz studies allows for students to emphasize composition or performance. Students who elect to emphasize jazz history may pursue the M.A. in music. Students work directly with a faculty mentor on various graduate jazz studies projects.

Required Courses

- MUSC 5000 Applied Music: Major Instrument(s) (four semesters) 8 hours
- MUSC 5100, 5110 Analytical Techniques I, II 4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
- MUSC 5200 Independent Study: Advanced Arranging (two semesters) 4 hours
- MUSC 5800 Advanced Studies in Music: Jazz History 2 hours
- Major Ensemble—2 semesters 2 hours
- MUSC 4960 Jazz Ensemble
- MUSC 4950 Vocal Jazz Ensemble (for vocal majors only)
- MUSC 4970 Webster University Big Band

Electives: 6 hours

Final project: two recitals or one major arranging project, or one major historical document 0 hours

Oral examination: 0 hours

Total: 32 hours

Suggested Electives

MUSC 4320 Jazz Pedagogy 2 hours
MUSC 5200 Independent Study: Jazz Pedagogy 2 hours
MUSC 5200 Independent Study: Topics in Jazz Improvisation 2 hours
MUSC 5230 Seminar in Music Business 2 hours

Performance Emphasis

The M.M. in performance provides an intensive curriculum in solo and ensemble experiences culminating in two public solo recitals.

Major Areas of Emphasis

- Piano
- Voice
- Guitar
- Organ

Required Courses for Piano, Guitar, and Organ Performance

- MUSC 5000 Applied Music: Major Instrument (four semesters) 8 hours
- MUSC 5100, 5110 Analytical Techniques I, II 4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
- Major Ensemble—2 semesters 2 hours
- MUSC 4910 Webster University Chorale
- MUSC 4920 Webster University Choral Society
- MUSC 4940 Webster University Symphony Orchestra
- MUSC 4980 Webster University Wind Ensemble

Electives: 12 hours

Two public recitals 0 hours

Oral examination: 0 hours

Total: 32 hours

Suggested Electives

MUSC 4010 Composition 1–4 hours
MUSC 4150 The Art Song 3 hours
MUSC 4160 Operatic Literature 3 hours
MUSC 4170, 4180 Piano Literature I, II 6 hours
MUSC 4260, 4270 Piano Pedagogy I, II 4 hours
MUSC 4800 Advanced Topics in Music 2–3 hours
Leigh Gerdine College of Fine Arts
Graduate Program

Music

MUSC 4950 Chamber Music: Electives
Classical Guitar Ensemble 1 hour
Piano Trio 1 hour
New Music Ensemble 1 hour
MUSC 5000 Applied Music 2 hours
MUSC 5200 Independent Study 1–4 hours
MUSC 5230 Seminar in Music Business 2 hours
MUSC 5800 Advanced Studies in Music 1–4 hours

Required Courses for Vocal Performance
MUSC 5000 Applied Music 8 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
MUSC 4140 Lyric Diction 2 hours
MUSC 4150 The Art Song* 3 hours
MUSC 4160 Operatic Literature* 3 hours
Major Ensemble—2 semesters 2 hours
MUSC 4910 Webster University Chorale
MUSC 4920 Webster University Choral Society
MUSC 4990 Webster University Opera Studio
M.M. vocal performance majors may count Opera Studio as a major 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 Voice Pedagogy 3 hours
MUSC 4800 Advanced Topics in Music 2–3 hours
MUSC 4810 Advanced Aural Skills 2 hours
MUSC 4930 Webster University Camerata Singers 1 hour
MUSC 4990 Opera Studio 1 hour
MUSC 5000 Applied Music 1–2 hours
MUSC 5230 Seminar in Music Business 2 hours

Orchestral Performance Emphasis
Those who anticipate careers as orchestral performers will pursue the M.M. 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.

Required Courses
MUSC 4190 Orchestral Literature 3 hours
MUSC 4940 Webster University Symphony Orchestra** 4 hours
MUSC 4950 Webster University Chamber Music Ensembles 2 hours
MUSC 5000 Applied Music (four semesters) 8 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
MUSC 5230 Seminar in Music Business 2 hours
Electives 3–5 hours
Two public recitals 0 hours
Oral examination 0 hours
Total 32 hours

Suggested Electives
MUSC 4040 Music of the Twentieth Century 3 hours
MUSC 4810 Advanced Aural Skills 2 hours
MUSC 5200 Independent Study 1–3 hours
MUSC 5320 Advanced Instrumental Conducting 1–3 hours

** Students are expected to perform with the Webster University Symphony Orchestra every semester they are enrolled in the program. Beyond the required 4 semesters, Orchestra may be taken without credit.

Church Music Emphasis
This graduate degree program is designed specifically for musicians serving as directors of music, organists, and/or choir directors in a church setting. Students in this program enroll in core courses in music theory and history. Classes required for completion of the 36-credit-hour degree are taken at both Webster University and Eden Seminary. A minimum of 22 graduate credit hours will be earned at Webster University and a minimum of 10 credit hours at Eden Seminary.

Required Courses
Webster University Courses
MUSC 4020 Hymnody and Psalmody 2 hours
MUSC 4080 Choral Literature and Techniques 2–3 hours
Major Ensemble—2 semesters 2 hours
MUSC 4910 Webster University Chorale
MUSC 4920 Webster University Choral Society
MUSC 5000 Applied Music: Organ (for organists) 4–6 hours
MUSC 5000 Applied Music: Voice 2–4 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
MUSC 5320 Advanced Instrumental Conducting and/or MUSC 5330 Advanced Choral Conducting 4–6 hours
MUSC 5900 Supervised Apprenticeship 2 hours
Public recital 0 hours
1) an organ recital or 2) a choral concert with a church or other choir conducted by the M.M. student, the repertoire will be carefully selected to represent sacred choral works from a variety of important composers and musical eras.
Oral examination 0 hours

Eden Seminary Courses
Liturgy course (consult with your adviser) 2–3 hours
B111 Biblical Studies I 3 hours
B113 Biblical Studies III 3 hours

Electives to be selected from the following: (1–4 hours)
Webster University Courses
MUSC 4810 Advanced Aural Skills I 2 hours
MUSC 5010 Composition 1–3 hours
MUSC 5500 Music Education Workshops and courses 1–3 hours

Eden Seminary Courses
Elective courses taken at Eden Seminary must be approved by your program advisor.
Total 36 hours

To complete the requirements for graduation, each student must accomplish the following to the satisfaction of a faculty committee: (1) demonstrate keyboard proficiency by playing selected 4-part hymns; (2) pass a comprehensive oral examination; and (3) present a public recital or comparable musical presentation as a demonstration of competence in performance.

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

Required Courses
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
MUSC 4810 Advanced Aural Skills 2 hours
MUSC 5020 Foundations and Principles of Music Education 3 hours
MUSC 5460 Curriculum Design 3 hours
Major Ensemble—2 semesters 2 hours
  MUSC 4910 Webster University Chorale
  MUSC 4920 Webster University Choral Society
  MUSC 4940 Webster University Symphony Orchestra
  MUSC 4980 Webster University Wind Ensemble
Oral examination 0 hours
Final project (thesis or oral examination or comprehensive written and oral examinations) 0 hours

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

Suggested Electives
MUSC 4250 Voice Pedagogy 3 hours
MUSC 5410 Orff, Level I 3 hours
MUSC 5430 Orff, Level III 3 hours
MUSC 5440 Pedagogy in the Orff Classroom 2 hours
MUSC 5450 Arranging and Composing for the Orff Teacher 2 hours
MUSC 5460 Curriculum Design 3 hours
MUSC 5480 Curriculum Development for the Orff Approach 2–3 hours
MUSC 5490 Integrating World Musics into the Curriculum 2 hours
MUSC 5510 Kodály Musicianship I 1 hour
MUSC 5520 Kodály Pedagogy I 1 hour
MUSC 5530 Kodály Music-Making and Materials 1–2 hours

Music Education with Orff Emphasis
Certified teachers (or those who are currently pursuing state certification) may combine courses in music education with studies leading to national certification in Orff Schulwerk methodology. The M.M. in music education/Orff emphasis includes advanced musicianship and education courses with workshops and studies that are specific to the Orff approach. Courses are offered in the evening and during the summer. Instructors are nationally recognized experts in the Orff Schulwerk program. (See also M.A. in Music/Orff Emphasis.)

Required Courses
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
Major Ensemble—2 semesters 2 hours
  MUSC 4920 Webster University Choral Society
  MUSC 4940 Webster University Symphony Orchestra
  MUSC 4980 Webster University Wind Ensemble
Oral examination 0 hours
Final project (thesis or major project) 0 hours

Suggested Electives
General education (M.A.T. and others as approved) 0–4 hours
Music, music education, or Orff methodology (4000-level or above) 0–4 hours
Total 32 hours

M.A. (Music)
The M.A. in music will be balanced among three areas: (1) core courses in music history, theory, and performance; (2) supportive courses in music (area of emphasis); and (3) additional coursework in music or a related field.

Suggested Areas of Emphasis
Piano Pedagogy/Performance
Vocal Pedagogy/Performance
Jazz Studies
Conducting
Composition/Arranging
Music History/Theory
Accompanying
Chamber Music
Other areas as approved by the Director of Graduate Studies

Required Courses
MUSC 5000 Applied Music 0–2 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
Major Ensemble—2 semesters 2 hours
  MUSC 4910 Webster University Chorale
  MUSC 4920 Webster University Choral Society
  MUSC 4940 Webster University Symphony Orchestra
  MUSC 4960 Jazz Ensemble (Jazz Studies emphasis only)
  MUSC 4980 Webster University Wind Ensemble
Music electives 10–12 hours
  Courses in music at the 4000–5000 levels to be chosen in consultation with the Director of Graduate Studies
  (At least 6 credit hours of these courses must be academic electives.)
Additional coursework 10–12 hours
  These courses may be in music or in another related field such as art, literature, philosophy, or history.
Final Project/Recital Program 0 hours
  Students will present a major historical, pedagogical, or analytical paper, a recital, or other appropriate demonstration. Final projects are approved by the Director of your area of emphasis in consultation with the Director of Graduate Studies and the Chair of the Department of Music.
Oral examination 0 hours
Total 32 hours

Suggested Electives
MUSC 4040 Music of the Twentieth Century 3 hours
MUSC 4070 Choral Arranging 2 hours
MUSC 4080 Choral Literature and Techniques 3 hours
MUSC 4140 Lyric Diction 2 hours
MUSC 4150 The Art Song 3 hours
MUSC 4160 Operatic Literature 3 hours
MUSC 4170, 4270 Piano Literature I, II 4 hours
MUSC 4190 Orchestral Literature 3 hours
MUSC 4250 Voice Pedagogy 3 hours
MUSC 4260 Piano Pedagogy I, II 4 hours
MUSC 4320 Jazz Pedagogy 3 hours
MUSC 4340, 4350 Jazz Scoring and Arranging I, II 6 hours
Music

MUSC 4810 Advanced Aural Skills 2 hours
MUSC 4990 Opera Studio 1 hour
MUSC 5200 Independent Study 1–3 hours
MUSC 5230 Seminar in Music Business 2 hours
MUSC 5320 Advanced Instrumental Conducting 1–4 hours
MUSC 5330 Advanced Choral Conducting 1–4 hours

M.A. in Music (Orff Emphasis)
The M.A. in music with an emphasis in Orff Schulwerk methodology is intended both for state-certified teachers who desire graduate study outside the traditional music education curriculum and also for those whose career plans do not include public school teaching at the elementary or secondary levels. (See also the M.M. in music education/Orff emphasis). The M.A. in music/Orff emphasis leads to national certification in the Orff methodology. Courses are offered in the evening and during the summer. Instructors are nationally recognized experts in the Orff Schulwerk program.

Required Courses
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
Major Ensemble—two semesters 2 hours
MUSC 4910 Webster University Chorale
MUSC 4940 Webster University Symphony Orchestra
MUSC 4980 Webster University Wind Ensemble
MUSC 5410 Orff, Level I 3 hours
MUSC 5240 Orff, Level II 3 hours
MUSC 5430 Orff, Level III 3 hours
MUSC 5480 Curriculum Development for the Orff Approach 2–3 hours
Oral examination 0 hours
Final project (thesis or major project) 0 hours

Suggested Electives
General education (M.A.T.) 0–6 hours
Music education or Orff methodology 3–6 hours
Electives in music or a related field (4000 level or above) 3–6 hours
Total 32 hours

Library Holdings
- Books, periodicals, records, compact discs, and videos, as recommended for music libraries by the National Association of Schools of Music, are conveniently housed in the Emerson Library. In addition, the library subscribes to a number of significant online music-related resources including The New Grove Dictionaries of Music, the International Index of Music Periodicals, and RILM.

Graduate Assistantships
The Department of Music offers graduate assistantships in jazz studies, music theory, orchestra, and piano accompanying. For further information, interested applicants should contact the Director of Graduate Studies in Music. Assistantship stipends do not include tuition remissions. Applications for assistantships must be received by March 15.

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.

Course Descriptions
Note: Courses numbered 4000 or higher may be completed for graduate credit.

MUSC 4010 Composition (1–3)
Each student in consultation with the instructor develops the content of this course in music composition. May be repeated for credit. Prerequisite: 6 credit hours of MUSC 3010 or permission of the instructor.

MUSC 4020 Hymnody and Psalmody (2)
Study of psalmody and hymnody in history and current practice; theological study of hymn texts and musical study of hymn tunes; practical application of hymnody in Christian worship and education.

MUSC 4030 Eighteenth-Century Counterpoint (3)
Practical study of counterpoint as used in the works of Bach. Includes study of the invention, chorale prelude, and fugue, with extensive analysis of the music of the period. Prerequisite: MUSC 2020 or permission of instructor.

MUSC 4040 Music of the Twentieth Century (3)
An historical survey from Debussy, Ives, Stravinsky, and Schoenberg to Bartók, Cage, Babbitt, and Glass. Involves musical analysis of works involving twentieth-century tonality, modality, the 12-tone method, set theory, microtonality, and aleatory elements. Prerequisites: MUSC 2020 and MUSC 2040 or permission of instructor.

MUSC 4070 Choral Arranging (2)
This course covers arranging for choral ensembles of various voice groupings and abilities. Projects may include arrangements of folk songs, simplification or re-voicing of previously composed choral music, adapting choral parts to accommodate boys’ changing voices, limited ranges, and other exigencies. Prerequisite: MUSC 2020 or permission of instructor.

MUSC 4080 Choral Literature and Techniques (3)
This course surveys choral repertoire primarily from the perspective of choral technique. Aspects of the coursework include the role of the conductor, rehearsal technique, vocal pedagogy, performance practice, and preparation (analysis) of choral scores for the purposes of conducting and teaching. Prerequisite: MUSC 3410 or permission of instructor.

MUSC 4120 Piano Accompanying (2)
Designed primarily for piano majors. Teaches the specific skills required for accompanying. Emphasizes art song literature, but also includes operatic and instrumental music. Prerequisite: permission of instructor.

MUSC 4140 Lyric Diction (2)
This course focuses on the correct pronunciation of foreign language sounds using the International Phonetic Alphabet. The course is designed for voice students.

MUSC 4150 The Art Song (3)
Solo art songs of the nineteenth and twentieth centuries are studied and performed, with emphasis on works by German, French, and American
composers. Studies include analysis of style and idea in music and poetry, and the art of programming the song recital. Prerequisite: permission of instructor.

**MUSC 4160 Operatic Literature (3)**
This course studies important works from four hundred years of operatic history, including Monteverdi through Glass. The history of operatic style is included as are the development of recitative, aria, ensembles, and other aspects of operatic form. Prerequisites: MUSC 2020 and MUSC 2040 or permission of instructor.

**MUSC 4170 Piano Literature I (3)**
A survey of the standard keyboard literature for piano. Style analysis, performance-practice problems, and editions are emphasized. The course is designed primarily for junior- or senior-level piano majors, but may be taken for graduate credit.

**MUSC 4180 Piano Literature II (3)**
Continues MUSC 4170. Prerequisite: MUSC 4170 or permission of instructor.

**MUSC 4190 Orchestral Literature (3)**
Examines the development of orchestral literature from the eighteenth century to the present. Study topics include sonata form, instrumentation, the concerto, the tone poem, and so forth. Major works from Haydn, Mozart, Beethoven, the German Romantic composers, and twentieth-century composers such as Bartók, Hindemith, Schoenberg, Schwanter, Shostakovich, and Stravinsky will be covered. Prerequisite MUSC 2040, or graduate standing.

**MUSC 4250 Voice Pedagogy (3)**
Studies the human voice and its registers, classification of voices, methods of practicing, analysis, style, and selection of literature. Prerequisite: junior or senior voice student or permission of the instructor.

**MUSC 4260 Piano Pedagogy I (2)**
Examines teaching materials from beginning through intermediate levels. Students gain supervised teaching experience. Prerequisite: permission of instructor.

**MUSC 4270 Piano Pedagogy II (2)**
Continues MUSC 4260. Prerequisite: MUSC 4260.

**MUSC 4320 Jazz Pedagogy (2)**
A survey of pedagogical techniques, conducting, and teaching materials for the development of the middle school and high school instrumental and vocal jazz program. Prerequisite: permission of instructor.

**MUSC 4340 Jazz Scoring and Arranging I (3)**
This course covers arranging for jazz ensembles of various sizes, from combo to jazz orchestra. Material covered includes melodic and rhythmic variation, reharmonization and voicing techniques, jazz instrumentation and orchestration, elements of form, and score and part preparation. Prerequisites: MUSC 2020 and MUSC 1380 or permission of instructor.

**MUSC 4350 Jazz Scoring and Arranging II (3)**
Continues MUSC 4340. Prerequisite: MUSC 4340.

**MUSC 4390 Commercial Composition (3)**
This course will examine techniques of composing a variety of commercial styles, including popular songs and advertising jingles. Emphasis is on student composition projects. The course is coordinated with production courses in the School of Communications, creating opportunities for the recording of student works. Prerequisites: MUSC 3010 and MUSC 3070 or permission of instructor.

**MUSC 4800 Advanced Topics (2–3)**
Course content varies each semester. See current course description book for subject matter in a particular semester. Credit may be either music history, music theory, or music education. May be repeated for credit. Prerequisites: MUSC 2020 and senior standing.

**MUSC 4810 Advanced Aural Skills I (2)**
This course includes keyboard, sight singing, rhythmic reading, and harmonic dictation, focus on chromatic relationships, nonfunctional harmony, polyrhythms, metric modulation, and modulation to distantly related keys. The student explores systems of musicianship studies such as those presented by Hindemith and Kodály. Prerequisite: MUSC 2820 or permission of instructor.

**MUSC 5000 Applied Music (2–4)**
Available in piano, voice, organ, and all orchestral instruments.

**MUSC 5010 Composition (1–4)**
Each student in consultation with the instructor develops the content for this advanced course in composition. This course may be repeated for credit. Prerequisite: graduate standing.

**MUSC 5020 Foundations and Principles of Music Education (3)**
The course focuses on the history and foundations of public school music in the United States; current trends in education that affect the music education profession; principles of learning theory; and application of research to music teaching situations.

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

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

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

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

**MUSC 5200 Independent Study (1–4)**
**MUSC 5230 Seminar in Music Business (2)**
This seminar addresses the theoretical as well as practical processes of creating a career as a member of a professional ensemble, a free-lance musician, teacher, composer, or conductor. Topics covered could include creating professional work, organizing ensembles, publishing music and method books, and applying for arts grants. Prerequisite: permission of instructor.

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

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

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

MUSC 5420 Orff, Level II (3)
This course will focus on and develop: speech exercises; singing; movement; playing the instruments; improvisation in all media; orchestration in the elemental style; teaching techniques; composition of melodies; moving Bordun and I-V orchestrations; folk and historical dances; alto recorder; and peer teaching. Prerequisite: Orff, Level I at an accredited university.

MUSC 5430 Orff, Level III (3)
This course will focus on and develop: speech exercises; singing; movement; playing the instruments; improvisation in all media; orchestration in the elemental style; teaching techniques; dominant and subdominant triads in major and minor; recorder consort (SATB); further exploration and integration of all components; an overview of the Schulwerk; and a teaching practicum. Prerequisites: Orff, Levels I and II at an accredited university.

MUSC 5440 Pedagogy in the Orff Classroom (2)
Students will observe and experience effective pedagogical techniques as well as use these practices in peer teaching. As a concluding project, each student will plan, prepare, and present a lesson to a group of their peers. Prerequisite: Orff, Level I.

MUSC 5450 Arranging and Composing for the Orff Teacher (2)
Students will arrange and compose beginning settings in do, la, re, and sol pentatonics, leading into major and minor modes, including aeolian, dorian, and mixolydian. The diatonic scale and its harmonic possibilities will be dealt with later in the course. Composite rhythm and prosody will not be presented as separate entities, but will be reinforced throughout the course. Prerequisite: Orff, Level I.

MUSC 5460 Curriculum Design (3)
This course is designed to help individuals plan learning experiences. Technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation are discussed. Students develop curriculum packages that have direct application to the teaching situation.

MUSC 5480 Curriculum Development for the Orff Approach (2–3)
Students will develop a single grade curriculum relevant to the teaching situations of each student including goals, materials, and sequencing appropriate for the Orff approach. Prerequisite: Orff, Level II.

MUSC 5490 Integrating World Musics into the Curriculum (2)
The ethnic diversity of our world will be explored through songs, instruments, dances, listening, art, literature, drama, and history.

MUSC 5500 Music Education Workshops (1–6)
These seminars and courses supplement the core and elective courses in the music education area by focusing on topics of current and special interest, such as specific methods and techniques for music teaching. This course may be repeated for credit if content differs. This course may not be completed by directed study.

MUSC 5510 Kodály Musicianship I (1)
Overall musicality and musicianship of students will be developed through this comprehensive course in sight singing, score reading, dictation, and analysis. Kodály teaching tools include use of relative solmization, rhythm syllables, and Curwen hand signs. Prerequisite: permission of instructor.

MUSC 5520 Kodály Pedagogy I (1)
Students will acquire knowledge of the history and philosophy of the Kodály concept as well as curricular ideas for the primary grades. Curriculum development, teaching techniques, and materials for teaching general music according to Kodály concepts will be covered. Prerequisite: permission of instructor.

MUSC 5530 Kodály Music-Making and Materials I (1–2)
This course focuses on special topics in Kodály music education and the development of conducting, beginning folksong collection and analysis, choral singing, and performance skills. The course is equivalent to 1 credit hour in elementary music methods and/or 1 credit hour in conducting for certification students. Prerequisite: permission of instructor.

MUSC 5540 Kodály Musicianship II (1)
Kodály music educators use the movable Do system for ear training and intonation of intervals, chords, scales, and song literature. Also included in solfège training are aural, vocal, reading and writing skills in rhythms, ostinato, form, conducting, canon, two-part singing, and sight singing. Solfège is a means to the goal of musical literacy and increased knowledge and skills. Prerequisites: MUSC 5510, MUSC 5520, MUSC 5530 Kodály Level I.

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

MUSC 5560 Kodály Music-Making and Materials II (1–2)
This course focuses on special topics in Kodály music education and the development of conducting, analysis, choral singing, and performance skills. The course is equivalent to 1 credit hour in elementary music methods and/or 1 credit hour in conducting for music teacher certification students. Prerequisites: MUSC 5510, MUSC 5520, MUSC 5530 Kodály Level I.

MUSC 5570 Advanced Studies in Music (1–6)
This course concentrates on advanced topics and may include scoring and arranging, pedagogy, history and literature, performance practices, or musical form. This course may be repeated for credit if content differs. Prerequisite: graduate standing.

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

MUSC 6250 Thesis/Document in Music (2–4)
This course focuses on original research in special projects in the field of music. Prerequisite: graduate standing in music and permission of the instructor.
Music Ensemble Course Descriptions

MUSC 4910 Webster University Chorale (1)
This select chamber choir is open to all students by audition. The Chorale performs a cappella and accompanied choral masterpieces from the Renaissance to the present, sometimes in cooperation with other Webster choirs. May be repeated for credit. Prerequisite: audition.

MUSC 4920 Webster University Choral Society (1)
The Choral Society is Webster University’s college/community choir and is open to singers in the University and the St. Louis area. The Choral Society performs masterpieces of the choral repertoire, from the Baroque period to the present, sometimes in cooperation with other Webster choirs. There is a fee for members who are not affiliated with Webster University. No audition is required. May be repeated for credit.

MUSC 4930 Webster University Camerata Singers (1)
This select, one-on-a-part ensemble performs choral music from the Renaissance to the present, including pop arrangements and vocal jazz. Camerata Singers does not fulfill degree requirements for participation in a major ensemble. An audition is required. May be repeated for credit. Prerequisite: audition.

MUSC 4940 Webster University Symphony Orchestra (1)
This Webster University Symphony Orchestra is comprised of advanced student musicians and professional performers. The orchestra presents five concerts each year with repertoire from chamber orchestra to full symphonic settings. An audition is required. Instrumental majors who do not qualify will be placed in other instrumental ensembles. May be repeated for credit. Prerequisite: audition.

MUSC 4950 Webster University Chamber Music Ensembles
The Department of Music offers numerous chamber ensembles, including: Guitar Ensemble, Chamber Winds, Saxophone Quartet, String Quartet, and String/Piano Ensemble. Enrollment in each of these ensembles is by permission of the appropriate instructor. Additional information may be gained by contacting the Department of Music Office.

Webster Jazz Singers (1)
This is a highly select group of 16 vocalists (SATB) and instrumentalists that performs jazz standards as well as original works by Gene Puerling, Paris Rutherford, Steve Zegree, the Manhattan Transfer, and others. The ensemble presents several performances each semester. An audition is required. May be repeated for credit. Prerequisite: audition.

MUSC 4960 Jazz Ensemble (1)
The Jazz Ensembles are combos of three to eight members that offer a practical approach to jazz styles and improvisation through rehearsals. The Jazz Ensembles perform a wide range of music from Coltrane, Ellington, Liebman, Mingus, and others on weekly Monday afternoon recitals as well as public concerts each semester. An audition is required. This course may be repeated for credit. Prerequisite: audition.

MUSC 4970 Webster University Big Band (1)
The Big Band is an 18-piece ensemble that performs literature from all style periods of jazz, with focus placed on works from after 1960. Emphasis is placed on developing skills in improvisation, stylistic awareness, reading, and ensemble interaction. The ensemble performs several concerts each semester. An audition is required. This course may be repeated for credit. Prerequisite: audition.

MUSC 4980 Webster University Wind Ensemble (1)
The Wind Ensemble is open to all woodwind, brass, and percussion students. Members of the faculty and professional performers often join student performers. The Wind Ensemble is a modular ensemble that performs literature from the Renaissance through contemporary eras, with each of the four sub groups directed by a professional artist/conductor. The ensemble consists of the Chamber Winds, the Saxophone Quarte[r], the Brass Ensemble, and the Percussion Ensemble. The Wind Ensemble presents four concerts annually. An audition is required. May be repeated for credit. Prerequisite: audition.

MUSC 4990 Webster University Opera Studio (1)
The Opera Studio is open by audition to all Webster voice students. The ensemble presents opera scenes and complete works from the Baroque through contemporary periods twice annually. The ensemble frequently works with renowned guest directors and conductors and receives assistance from Repertory Theatre of St. Louis and Opera Theatre of Saint Louis. Opera Studio may not be used to fulfill major ensemble requirements. May be repeated for credit. Prerequisite: audition.
Arts Management and Leadership

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

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

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

Program Curriculum

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

Course Descriptions

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

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

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

AML 5040 Leadership Issues and Board Strategies (3)
This course examines problem-solving and decision-making processes as they relate to individual organizations and boards of directors. Topics covered are board/staff relationships, by-laws, board responsibilities and orientation, governance, fund-raising, role in strategic planning, and how to plan and conduct meetings. Prerequisite: acceptance into the arts management and leadership program.

AML 5050 Community and Cultural Policy (3)
This course covers issues related to the placement and mission of arts organizations in the community including access and outreach, educational mission, institution/artist relationships, and community involvement. Other issues include content restrictions, advocacy, censorship, and relations with the National Endowment for the Arts. Prerequisite: acceptance into the arts management and leadership program.

AML 5060 Accounting and Basics in Finance (3)
This course examines accounting and control methods for nonprofit organizations, budget systems, fund accounting, cash-flow analysis, and related issues. Prerequisite: acceptance into the arts management and leadership program.

AML 5065 Financial Issues in the Arts (3)
This course encourages the consideration of a wide variety of financial issues faced by cultural institutions today. A basic understanding of accounting methods is helpful. Readings and research will provide the backdrop for classroom discussions and presentations. Topics to be covered include: analysis of audited engagements, interpretation of audited financial statements, and understanding of the role of financial management in arts organizations.
financial statements, entrepreneurial opportunities, fund-raising issues, budgeting, e-commerce and Web site development, conflict of interest, as well as ethical policies as they concern financial issues. Prerequisite: acceptance into the arts management and leadership program.

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

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

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

**AMLD 5220 Completion and Acceptance of Final Thesis (3)**
School of Business and Technology

Dr. Benjamin Ola. Akande, dean
Departments (3): Business; Management; Mathematics and Computer Science

Mission Statement
The mission of the School of Business and Technology is to prepare men and women for real-world success through world-class, application-based education in the areas of business, management, and technology.
Program Description

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

Program Curriculum

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

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

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

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

Course Descriptions

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

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

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

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

BUSN 5630 Business Law (3)
This course provides a basic understanding of laws that relate to business with emphasis on the law of contracts, negotiable instruments, secured transactions, business organization and structure, relationships among firms, and property. Case studies are analyzed in order to give the student an understanding of how these various laws have evolved.

BUSN 5680 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.

FINC 5000 Finance (3)
The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision making. Prerequisites: BUSN 5600 and BUSN 5760. (FINC 5570 cannot be substituted for FINC 5000.)

MRKT 5000 Marketing (3)
Students examine the character and importance of the marketing process, its essential functions, and the institutions exercising these functions. Course content focuses on the major policies that underlie the activities of marketing institutions and the social, economic, and political implications of such policies.

Capstone Course

BUSN 6000 Integrated Studies in Business (3)
The student is expected to synthesize and integrate through case studies and analytical tools the learning experiences acquired in previous business courses and to evaluate the research and current topics relative to this major. Prerequisite: completion of all other required courses in this major.

Locations

Business courses are offered at the following locations:

**Continental United States**
- Albuquerque Metropolitan Campus, NM
- Charleston Metropolitan Campus, SC
- Columbia Metropolitan Campus, SC
- Denver Metropolitan Campus, CO
- Fort Sam Houston, TX
- Jacksonville Metropolitan Campus, FL
- Kansas City Metropolitan Campus, MO
- Louisville Metropolitan Campus, KY
- McConnell AFB, KS
- Merritt Island Metropolitan Campus, FL
- Myrtle Beach Metropolitan Campus, SC
- St. Louis, MO
- Downtown Campus
- Home Campus
- West Port Plaza Campus
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.

Program Curriculum

The 36 credit hours required for the master of arts (M.A.) or the 51 credit hours required for the master of business administration (M.B.A.) with an emphasis in business and organizational security management must include the following courses:

- SECR 5000 Security Management (Requisite Course) (3)
- SECR 5010 Legal and Ethical Issues in Security Management (3)
- SECR 5020 Security Administration and Management (3)
- SECR 5030 Business Assets Protection (3)
- SECR 5040 Emergency Planning (3)
- SECR 5050 Information Systems Security (3)
- SECR 5060 Behavioral Issues (3)
- SECR 6000 Integrated Studies in Security Management (3)

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

SECR 5090 Behavioral Issues (3)

Students discuss the role of the security manager in the identification, analysis, and response to a variety of human and natural crises. They examine threats resulting from riots, demonstrations, product tampering, work stoppage activities, terrorism, and natural disasters.

SECR 5070 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.

SECR 5075 Information Security (3)

The student will focus on the history of information security in the government sector, including the lagging of security measures behind the proliferation of computer systems and information flow. Key areas of risk management in both computer and other areas of information security will be explored.

SECR 5080 Information Systems Security (3)

This course covers information technology laws, issues of computer viruses, and methods of protecting information of data, unauthorized uses of information technology, security and data-processing facilities, including thefts of data, unauthorized uses of information technology, computer viruses, and methods of protecting information, with an emphasis on networked computers. The course covers information technology laws, issues of privacy, and security planning.

SECR 5090 Behavioral Issues (3)

This course focuses on historical and contemporary perspectives of human behavior. Theories of behavior in the context of threat-producing activities are discussed. Contemporary issues such as substance abuse, violence, ideologies, and similar themes are examined.

SECR 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

Locations

Business and organizational security management courses are offered at the following locations:

Continental United States
- Albuquerque Metropolitan Campus, NM
- Beaufort, SC
- Bolling AFB, DC
- Crystal Lake Metropolitan Campus, McHenry County, IL
- Fort Bragg, NC
- Fort Leonard Wood, MO
- Great Lakes Naval Base, Lake County, IL
- Little Rock Metropolitan Campus, AR
- Luke AFB, AZ
- McConnell AFB, KS
- Merritt Island Metropolitan Campus, FL
- New River Marine Corps Air Station, NC
- Ozarks Metropolitan Campus, MO
- Pope AFB, NC
- San Diego Metropolitan Campus, CA
- St. Louis, MO
- Downtown Campus

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

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

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

SECR 5140 Critical Infrastructure Protection (3)
This course is an overview and continuing analysis of the President's Commission on Critical Infrastructure Protection (PCCIP) and the efforts to ensure the safety of these vital assets. Originally, the commission studied the critical infrastructures that constitute the life support systems of the United States, determined their vulnerabilities, and proposed strategies for protecting those infrastructures into the future. Students will critically examine the Commission's report, critique its recommendations, and analyze how effective government is in light of past experiences and what may be required to ensure the future.

SECR 5150 Terrorism and Extremist Activity (3)
Understanding the motivation, tactics, and targeting trends of terrorist and extremist groups is mandatory if managers are to be able to evaluate potential threats and then develop appropriate countermeasures to protect the organization's personnel and other assets. Students discuss terrorism as a form of political violence and its effects on security management. Using case studies and class discussions, students examine groups ranging from radical religious fundamentalists to environmental extremists along with other extreme special interest groups. Understanding the manifestations of terrorism will enable students to develop and to apply some of the countermeasures against it through the use of case studies and specific activities.

SECR 5160 Violence in the Workplace (3)
This course is designed for managers in any organization who have responsibility for the safety and security of personnel and clients and would be responsible for managing incidents of violence in the workplace. This course provides an in-depth 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.

Capstone Course

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 these goals may vary. Prerequisite: completion of all other required courses in this major.
Computer Resources and Information Management

Locations

Computer resources and information management courses are offered at the following locations:

**Continental United States**
- Beaufort, SC
- Bolling AFB, DC
- Charleston Metropolitan Campus, SC
- Colorado Springs Metropolitan Campus, CO
- Columbia Metropolitan Campus, SC
- Edwards AFB, CA
- Fairchild AFB, WA
- Fayetteville Metropolitan Campus, AR
- Fort Bliss, TX
- Fort Bragg, NC
- Fort Irwin, CA
- Fort Jackson, SC
- Fort Leavenworth (CGSC), KS
- Fort Leonard Wood, MO
- Fort Sam Houston, TX
- Fort Sill, OK
- Fort Smith Metropolitan Campus, AR
- Fort Stewart, GA
- Greenville Metropolitan Campus, SC
- Hanscom AFB, MA
- Hill AFB, UT
- Hunter Army Airfield, GA
- Irvine Metropolitan Campus, CA
- Jacksonville Metropolitan Campus, FL
- NAS Jacksonville, FL
- Kansas City Metropolitan Campus, MO
- Kirtland AFB, NM
- Lackland AFB, TX
- Lakeland-Brandon Metropolitan Campus, FL
- Little Rock AFB, AR
- Los Angeles AFB, CA
- Louisville Metropolitan Campus, KY
- Luke AFB, AZ
- McConnell AFB, KS
- Memphis NAVSUPPACT, TN
- Merritt Island Metropolitan Campus, FL
- Moody AFB, GA
- Myrtle Beach Metropolitan Campus, SC

(Continued)

Program Description

As management in business and industry has adapted to rapidly changing technology, computer applications have emerged as vital components of business systems. The computer resources and information management curriculum is designed to inform students about emerging technologies and to help them manage both the technologies and the people working with these technologies. Through these courses, a student can attain a better understanding of information technology as a management tool in facilitating the flow of information throughout the business enterprise. The curriculum is designed for middle managers and others with similar management responsibilities. Applications of computer technology to business operations and the development of effective communication and management strategies with computer and information technology centers are included.

Program Curriculum

The 36 credit hours required for the masters of arts (M.A.) or the 51 credit hours required for the master of business administration (M.B.A.) with an emphasis in computer resources and information management must include the following courses:

- COMP 5000 Computer Resources and Information Management (Requisite Course)
- COMP 5200 Computer Security or COMP 5220 Internet Management Applications
- COMP 5920 Information Systems Applications
- COMP 5940 Project Management of Information Systems
- COMP 5960 Systems Analysis, Design, and Implementation
- COMP 5970 Database Management
- COMP 5980 Networking and Telecommunications Management
- COMP 6000 Integrated Studies in Computer Resources and Information Management

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

Students pursuing an M.A. with a computer resources and information management emphasis or dual majors in computer resources and information management and management may not enroll in BUSN 6080.

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

Course Descriptions

**COMP 5000 Computer Resources and Information Management (Requisite Course) (3)**
This course introduces students to the tools for managing information and computer resources. Students examine the concepts of business application, system management, project management, systems analysis and design, network and telecommunications, and database management.

**COMP 5200 Computer Security (3)**
Students survey computer and information security topics, including threat techniques and protective techniques. Risk analysis, contingency planning, password techniques, encryption, TEMPEST, network protocol, intercept devices, and NBS resources are emphasized.

**COMP 5210 Artificial Intelligence (3)**
Students examine techniques and problems in artificial intelligence programming. Topics include knowledge representation, search, heuristics, production systems, knowledge-based systems, and knowledge acquisition.

**COMP 5220 Internet Management Applications (3)**
In this course students examine a variety of topics related to use of the Internet for management and organizational systems. Among the topics are electronic commerce, search engines and search strategy, principles of Web page design and use, and extranets and intranets for organizational communication. Anticipated future developments will also be considered.

**COMP 5500 Professional Seminars (1-3)**
Students participate in seminars designed to examine contemporary issues in the management of information and computer resources. The professional seminar supplements the core and elective courses in the area of computer resources and information 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.

**COMP 5920 Information Systems Applications (3)**
This course is concerned with the impact of the computer on the managerial process. Students examine the methods for evaluating and selecting business applications for computerization in the business environment. The course focuses on information and data processing, accounting systems, marketing management information systems, operations management systems, decision support systems, and advanced management systems.

**COMP 5930 Application Development Tools for Managers (3)**
Students compare the fundamental strengths and weaknesses of various application development tools and examine the development of computer applications for typical management functions. Use and examination of various application development tools are included.
COMP 5940 Project Management of Information Systems (3)
The student examines the management of project development and information systems, focusing on project planning and control, including scheduling; application software project development; costing; organization; documentation; evaluation; and staffing. The definitions of appropriate delivery mechanisms (hardware, software, and communications networks) are examined.

COMP 5950 Contemporary Developments (3)
This course includes, but is not limited to, the topics of telecommunications and the challenges to traditional management practices; centralization versus decentralization in data management; access control and disaster recovery; operation; financing; MIS; new input-output and storage techniques; data communications and teleprocessing systems; government regulations; and the multiplicity of program languages. Course may not be repeated for credit.

COMP 5960 Systems Analysis, Design, and Implementation (3)
This course is designed to cover the spectrum of activities in the systems life cycle. The life cycle from the feasibility study through implementation and maintenance is examined. The course includes examination of structured analysis and design, prototyping, and conversion methods. The roles and missions of the various personnel involved, as well as the communication and documentation tools employed, are studied.

COMP 5970 Database Management (3)
Students examine the fundamentals of database management systems, database design, and database administration.

COMP 5980 Networking and Telecommunications Management (3)
Students examine the use and management of networks. Tools for supporting the distribution and sharing of system resources and information are included.

COMP 5990 Issues in Computer Resources and Information Management (3)
Current and significant issues in computer resources and information 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.

Capstone Course
COMP 6000 Integrated Studies in Computer Resources and Information Management (3)
Students synthesize and integrate the learning experiences acquired in computer resources and information management and 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.

Locations (continued)
North Orlando Metropolitan Campus, FL
Ozarks Metropolitan Campus, MO
Palm Bay Campus, FL
Patrick AFB, FL
Peterson AFB, CO
Pope AFB, NC
Salt Lake City Metropolitan Campus, UT
Scott AFB, IL
Shaw AFB, SC
South Orlando Metropolitan Campus, FL
St. Louis, MO
Downtown Campus
Home Campus
West Port Plaza Campus
WingHaven Campus
Tinker AFB, OK
Whiteman AFB, MO

International
Hua Hin/Cha-am, Thailand
London, United Kingdom
Program Description
The master of science (M.S.) 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.

A student may have a maximum of 3 credit hours of coursework from other graduate programs.

Students may not apply for dual majors because of the technical nature of the M.S. degree program.

Degree Completion
Students should consult the Academic Policies section under Academic Policies and Procedures for general information regarding degree completion.

Computer Science with an Emphasis in Distributed Systems
The M.S. in computer science with an emphasis in distributed systems is designed to teach students the principles of distributed information processing. The program emphasizes both theory and practice. Students will learn the underlying principles on which the technology is based, and will learn to use some of the current tools in the field.

Students seeking the M.S. degree in computer science/distributed systems should hold a bachelor’s degree in computer science from an institution accredited by one of the regional accrediting agencies. Students entering this program should have an understanding of operating systems theory (COSC 2610), systems analysis (COSC 2810), algorithms (COSC 2250), and data structures (3100). They should possess good mathematical skills and be proficient in the C++ programming language (COSC 1550 and COSC 1560).

Program Curriculum
The 36 credit hours required for the M.S. degree must include the following courses for a major in computer science with an emphasis in distributed systems:

Core Courses
COSC 5000 Distributed Systems (Requisite Course)
COSC 5010 Object-Oriented Analysis and Design
COSC 5020 Object-Oriented Programming
COSC 5040 Distributed Database Design
COSC 5050 Distributed Database Applications
COSC 6000 Distributed Systems Project

One Elective
The student will choose from the following:
COSC 5000 Distributed Systems (Requisite Course)
COSC 5010 Object-Oriented Analysis and Design
COSC 5020 Object-Oriented Programming
COSC 5040 Distributed Database Design
COSC 5050 Distributed Database Applications
COSC 6000 Distributed Systems Project

In addition, the student may choose one elective course offered in this major or one elective graduate course from a different major.

Graduate Certificate in Computer Science/Distributed Systems
This certificate is designed to provide students with the tools and knowledge to work in a distributed processing environment. The certificate may be earned as part of the M.S. in computer science/distributed systems or as a stand-alone graduate certificate.

The student seeking the graduate certificate in computer science/distributed systems should hold a bachelor’s degree in computer science from an institution accredited by one of the regional accrediting agencies. Students entering this program should have an understanding of operating systems theory (COSC 2610), systems analysis (COSC 2810), algorithms (COSC 2250), and data structures (3100). They should possess good mathematical skills and be proficient in the C++ programming language (COSC 1550 and COSC 1560).

The 18 credit hours required for the graduate certificate in computer science/distributed systems must include the following courses:
COSC 5000 Distributed Systems (Requisite Course)
COSC 5010 Object-Oriented Analysis and Design
COSC 5020 Object-Oriented Programming
COSC 5040 Distributed Database Design
COSC 5050 Distributed Database Applications
One Elective (the student will choose from the following courses):
COSC 5030 Agile Software Development
COSC 5060 Systems Concepts
COSC 5110 Network Architecture
COSC 5120 Data Communication
COSC 5130 Computer Security and Reliability
COSC 5140 Network Design and Management
COSC 5150 Distributed Application Development

Computer Science with an Emphasis in Distributed Systems and Information Management
The M.S. in computer science (COSC) program builds a strong technical understanding of modern computer information systems, which will be complemented by the management component in the computer resources and information management (COMP) program. Students in this emphasis will gain an understanding of the strategic and tactical importance of information systems to the organization as well as understanding the underlying technical requirements.
of the design, implementation, and maintenance of the system. Effective management of information systems increasingly demands the highly technical knowledge of the computer science professional, and computer science professionals increasingly have greater need for good management skills. This emphasis brings the best of both worlds to the student.

Students who have been accepted into the M.S. in computer science program and have successfully completed the COSC 5000 course may apply for this emphasis. Students enrolled in the COMP program may apply for this emphasis if they satisfy the computer science entrance requirements for the COSC program and have successfully completed the COSC 5000 course.

Students should complete all of their COSC coursework except the final COSC 6000 course before beginning their COMP coursework. Students may complete COSC 6000 before completing their COMP coursework.

The COMP 5000 course may be waived for students based on successful completion of the COSC coursework, their past academic history, or applicable work experience.

Program Curriculum

COSC 5000 Distributed Systems (Requisite Course)
COSC 5010 Object-Oriented Analysis and Design
COSC 5020 Object-Oriented Programming
COSC 5030 Agile Software Development
COSC 5040 Distributed Database Development
COSC 5050 Distributed Database Applications
COSC 5060 Systems Concepts
COSC 5110 Network Architecture
COSC 5120 Data Communication
COSC 5130 Computer Security and Reliability
COSC 5150 Distributed Application Development
COSC 6000 Distributed Systems Project
COMP 5000 Computer Resources and Information Management or a
COMP elective if COMP 5000 is waived based on COSC coursework, prior academic work, or professional experience
COMP 5200 Computer Security or COMP 5220 Internet Management Applications
COMP 5920 Information Systems Applications
COMP 5940 Project Management of Information Systems
COMP 5960 Systems Analysis, Design, and Implementation
COMP 5970 Database Management
COMP 5980 Networking and Telecommunications Management
COMP 6000 Integrated Studies in Computer Resources and Information Management

Course Descriptions

COSC 5000 Distributed Systems (Requisite Course) (3)
Students will examine the fundamentals of computer information systems in a distributed environment, including network concepts, operating systems concepts, network operating systems, transaction management, and time coordination. Emphasis will be placed on the elements necessary for distributed information systems.

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. Prerequisite: COSC 5000.

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: COSC 5000 and 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. Prerequisite: COSC 5000.

COSC 5120 Data Communication (3)
Students will study the internetworking standards and common carrier services. Emphasis will be placed on the analysis and design of systems using current communication technologies. Prerequisite: COSC 5110.

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. Prerequisite: COSC 5110.

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. Prerequisite: COSC 5110.

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 5040.

Capstone Course

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. Prerequisite: completion of 30 credit hours of the required and elective COSC courses in this program.
Graduate Certificate in Decision Support Systems

This certificate will provide information technology professionals and managers with the skills needed to develop and analyze decision support systems in large-scale data warehouses. Students will have hands-on experience in the design and management of data warehouses using such tools as Oracle data warehousing software. Students will learn about data modeling, data management, data mining, OLAP (online analytical processing), and business intelligence. Students will also study successful data warehouse installations.

Students seeking the graduate certificate in decision support systems should hold a baccalaureate degree from an institution accredited by one of the regional accrediting agencies. Students entering this program should have a basic understanding of computer systems and possess good mathematical skills.

The 18 credit hours required for the graduate certificate in decision support systems include the following courses:

- CSIS 5300 Database Systems
- CSIS 5310 Distributed Information Systems
- CSIS 5400 Data Warehousing
- CSIS 5410 Introduction to Data Mining
- CSIS 5420 Data Mining
- CSIS 5600 Decision Support Systems

M.B.A. with an Emphasis in Decision Support Systems

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

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

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

**M.B.A. Elective Courses to be used as follows (9 credit hours):**
- BUSN 6080 Business Information Systems
- CSIS 5300 Database Systems (DSS Certificate Curriculum)
- CSIS 5310 Introduction to Decision Support Systems (DSS Certificate Curriculum)

**Completion of the DSS Certificate Curriculum (12 credit hours):**
- CSIS 5400 Data Warehousing
- CSIS 5410 Introduction to Data Mining
- CSIS 5420 Data Mining
- CSIS 5600 Decision Support Systems

Course Descriptions

**CSIS 5300 Database Systems (3)**
This course will examine database concepts and modeling in addition to information systems principles and modeling. Students will study database system terminologies and architecture. Students will also learn about database systems tools.

**CSIS 5310 Distributed Information Systems (3)**
This course will examine distributed information systems concepts as well as distributed database systems. Students will study distributed systems terminology, distributed database design and control, data availability, and distributed systems characteristics. Students will also study the network’s role in distributed systems, distributed systems development tools, and distributed systems issues.

**CSIS 5400 Data Warehousing (3)**
This course will introduce the principles of data warehousing. Students will study data warehousing modeling as well as technologies involved in the design and development of these models. Students will study issues involved in data warehousing and its value to the business. Prerequisite: CSIS 5300.

**CSIS 5410 Introduction to Data Mining (3)**
This course will examine data mining concepts, fundamental methodologies and techniques, and intelligence gathering techniques for extracting meaningful information from a data warehouse. Students will also examine data mining issues. Prerequisites: CSIS 5400 and CSIS 5310.

**CSIS 5420 Data Mining (3)**
This course will examine search patterns in large quantities of data. Students will study basic statistics used in data mining, data sampling, and regression analysis. Students will also study predictive and parametric modeling and tools for data mining. Prerequisite: CSIS 5410.

**CSIS 5600 Decision Support Systems (3)**
This course will examine the principle of decision support systems as a specific type of information system. Students will study modern techniques for analysis, design, and implementation of a decision support system. Students will design and implement a decision support system in this course. Prerequisite: CSIS 5420.

Graduate Certificate in Web Services

This certificate program will provide information systems professionals and managers with the skills needed to understand, develop, analyze, and implement Web services within their company. Courses will explore how companies can use Web services to improve productivity and enhance their business; present case studies that describe how specific companies are employing Web services to integrate and improve communication within the company, with clients, and with company partners; delve into technical topics, including explanations of core Web services technologies and standards; explore various technologies for locating Web services on a network; identify tools and products that best fit Web service requirements; provide a detailed analysis of Web service security issues; and explore working examples of Web services and Web service clients built using the standards and tools discussed in the certificate program.

Students seeking the graduate certificate in Web services should hold a baccalaureate degree from an institution accredited by one of the regional accrediting agencies.

The certificate program will be a six-course program of study from the following courses:

- COAP 5000 Introduction to Web Services
- COAP 5010 Web Development Technologies (XHTML)
Course Descriptions

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

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

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

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

**COAP 5030 Web Services Protocols (3)**
This course examines the key standards that form the foundation for Web services, XML, WSDL, SOAP, UDDI. The course introduces the main ideas and concepts behind core and extended Web service technologies, and summarizes the major architectural approaches to Web services, .NET and J2EE. Prerequisite: COAP 5020.

**COAP 5040 Databases in Web Services (3)**
This course is designed to provide examples of database use in a variety of Web services. The student will have the opportunity to use a variety of tools to create Web Services, including one or more of the following toolkits: ASP.NET, Visual Studio.NET, the J2EE platform, IBM Toolkit, JDeveloper. Students will have the opportunity to work with various database platforms as they create a series of professional projects. Prerequisite: COAP 5020.

**COAP 5050 Web Services Security (3)**
This course explains how to implement secure Web services and includes coverage of trust, confidentiality, cryptography, authentication, authorization, and Kerberos. Details on Security Assertion Markup Language (SAML), XML Key Management Specification (XKMS), XML Encryption, Hypertext Transfer Protocol-Reliability (HTTP-R) are also discussed. Prerequisites: COAP 5000 and COAP 5010.
Environmental Management (M.S.)

Program Description
The prerequisite for this program is work experience in the field of environmental management/environmental science. A person with two to five years work experience should have some knowledge of environmental issues which can include a science/technology background and/or business/management background. The courses that are most beneficial in a person's academic background are biology, chemistry, geology, environmental biology, accounting, finance, microeconomics, and business management. If any of these prerequisite knowledge recommendations are missing from the previous academic work, appropriate courses may be taken before entry into the master of science (M.S.) in environmental management program.

The M.S. in environmental management program is designed to provide the tools and techniques necessary to understand the business aspects of environmental management. It is anticipated that most students entering this program will already have the scientific and technological knowledge but not the business administrative knowledge necessary for interpreting the rules and regulations required at all agency levels. Through this program, students will acquire the ability to convey this information to the individuals responsible for making the appropriate business, ethical, and legal decisions.

Since this is a relatively small program, individual advising must be completed at the entry level to ensure that the individual entering the program has an adequate background to participate as a student in the program. If weaknesses are discovered, prerequisite courses may be recommended before the student enters the program courses. For example, the student should have 6 credit hours of undergraduate statistics or equivalent or 3 credit hours of graduate statistics before taking BUSN 6110.

Program Curriculum
The 36 credit hours required for the M.S. degree must include the following courses for a degree in environmental management:

- ENMG 5000 Environmental Science
- BUSN 6110 Operations and Project Management
- ENMG 5100 Environmental Law I
- ENMG 5200 Environmental Law and Compliance Auditing
- ENMG 5300 Environmental Accounting
- ENMG 6100 Management of Land and Water Resources
- ENMG 6110 Management of Air Quality
- ENMG 6120 Waste Management and Pollution Control
- ENMG 6200 Environmental Risk Management and Strategies

In addition, the student chooses graduate elective courses offered from other programs.

Course Descriptions
ENMG 5000 Environmental Science (3)
This is a course that provides a broad overview of the environmental fields. The student will obtain the base knowledge necessary for the additional environmental management courses. The topics of law, compliance audits, accounting, land and water resources, air quality, waste management, and pollution control are included in this course.

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

ENMG 5100 Environmental Law I (3)
This course reviews the substantive law concerning the enforcement of federal and state environmental laws as well as process for imposing or avoiding liability. Topics to be covered include hazardous waste, toxic torts, environmental cleanup programs, and federal regulations. Prerequisite: ENMG 5000.

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

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

ENMG 6100 Management of Land and Water Resources (3)
This course covers corporate environmental accounting, activity-based costing, federal, state, municipal accounting, and quality control. Topics also covered will include financial and economic implications of pollution prevention, compliance projects, and procedures required for environmental accounting. Some case studies will be used for these topics.

ENMG 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
Environmental Management (M.S.)

of air pollution on human health will be studied. Case studies will be used to identify management of air pollutants. Prerequisite: ENMG 5200.

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

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

Locations
Finance courses are offered at the following locations:
Continental United States
Jacksonville Metropolitan Campus, FL
North Orlando Metropolitan Campus, FL
South Orlando Metropolitan Campus, FL
Continental United States
St. Louis, MO
Home Campus
International
Vienna, Austria

Program Description
This degree program is designed for students wishing to gain insight into the financial structure and operations of the American business community. Forces that facilitate or inhibit these operations are examined as well as the interrelatedness of private and public sector financial decisions in the national and international communities.

This program is being transitioned into the M.S. in finance. For more information, please see page 85.

Program Curriculum
The 36 credit hours required for the master of arts (M.A.) in finance or the 48 credit hours required for the master of business administration (M.B.A.) with emphasis in finance must include the following courses for the degree:
FINC 5000 Finance (Requisite Course)
FINC 5210 Investments
FINC 5810 Capital Budgeting and Corporate Investment
FINC 5830 Institutions and Financial Markets
FINC 5840 International Finance
FINC 5880 Advanced Corporate Finance
FINC 6000 Integrated Studies in Finance

In addition, 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.

Course Descriptions
FINC 5000 Finance (Requisite Course) (3)
The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision making. Prerequisites: BUSN 5600 and BUSN 5760. (FINC 5570 cannot be substituted for FINC 5000.)
FINC 5210 Investments (3)
Principles and methods of investing in securities of business and government. This course is a study of practical management of portfolios containing both fixed-income and equity investments. The course will examine the issues in and the procedures for security analysis and portfolio management. The emphasis is on the application of analytical techniques and portfolio management theories for individual investors. Prerequisite: FINC 5000.
FINC 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in finance. The professional seminar supplements the core and elective courses in the area of finance 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. Prerequisite: FINC 5000.
FINC 5810 Capital Budgeting and Corporate Investment (3)
The student examines the corporate investment decision process which includes working capital management, financial statement analysis, determination of cash flows, risk return analysis, forecasting, and asset investment. Prerequisite: FINC 5000.
FINC 5820 Public Finance (3)
The budgeting process of governmental agencies in terms of revenue sources and options and expenditure patterns and options is analyzed. The student examines the role of government budgets in public policy and the purpose and functions of taxation as it affects national output, products, and markets. The effects of taxation on prices, allocation of resources, and income distribution are investigated. Prerequisite: FINC 5000.
FINC 5830 Institutions and Financial Markets (3)
Students develop a unified framework for understanding financial intermediaries and markets. They examine the structure, regulation, and operation of banking and non-banking financial institutions; analyze how central bank operations affect financial institutions; and develop an understanding of money and capital markets, the flow of funds through the economy, and the role of financial and futures markets. Prerequisite: FINC 5000.
FINC 5840 International Finance (3)
The student examines the corporate investment decision process which includes working capital management, financial statement analysis, determination of cash flows, risk return analysis, forecasting, and asset investment. Prerequisite: FINC 5000.
FINC 5850 Issues in Finance (3)
Current and significant issues in finance are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. Prerequisite: FINC 5000.
FINC 5860 Entrepreneurial Finance and Venture Capital (3)
The student examines the challenges of bringing new business and/or products to the marketplace and the strategies involved in obtaining a financing mix for these products. The focus is on designing a capital plan; seeking funds from external sources (such as venture capitalists); and the financing mix needed to make new product promotion successful. The role of the Small Business Administration is discussed. Prerequisite: FINC 5000.
FINC 5880 Advanced Corporate Finance (3)
This advanced study of corporate financial analysis and planning includes capital budgeting, cost of funds, and capital structure and valuation. Selected topics that may be covered are leasing, mergers, takeovers, business failure, reorganization, and liquidation. A combination of problem-solving and case study methodologies is used to illustrate theories and techniques helpful in financial analysis and planning. Prerequisite: FINC 5000.

Capstone Course
FINC 6000 Integrated Studies in Finance (3)
The student is expected to synthesize and integrate the learning experiences acquired in finance 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.
Finance (M.S.)

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

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

- BUSN 6050 Macroeconomic Analysis
- BUSN 6070 Management Accounting
- FINC 5000 Finance
- FINC 5210 Investments
- FINC 5830 Institutions and Financial Markets
- FINC 5870 Derivatives
- FINC 5880 Advanced Corporate Finance
- FINC 5890 Financial Statement Analysis
- FINC 6290 Financial Strategies

Prerequisites:
- BUSN 5600 Accounting Theory and Practice
- BUSN 5620 Current Economic Analysis
- BUSN 5760 Applied Business Statistics

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

Course Descriptions
BUSN 6050 Macroeconomic Analysis (3)
The course provides the consumer of macroeconomic news a conceptual foundation in macroeconomic theory. The goal is to prepare the manager/analyst to consume macroeconomic news and analysis and to draw independent conclusions. Prerequisite: BUSN 5620.

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

FINC 5000 Finance (3)
The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision-making. Prerequisites: BUSN 5600 and BUSN 5760. (FINC 5570 cannot be substituted for FINC 5000.)

FINC 5210 Investments (3)
Principles and methods of investing in securities of business and government. This course is a study of practical management of portfolios containing both fixed-income and equity investments. The course will examine the issues in and the procedures for security analysis and portfolio management. The emphasis is on the application of analytical techniques and portfolio management theories for individual investors. Prerequisite: FINC 5000.

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

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

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

FINC 5850 Issues in Finance (3)
Current and significant issues in finance are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. Prerequisite: FINC 5000.
FINC 5860 Entrepreneurial Finance and Venture Capital (3)
The student examines the challenges of bringing new business and/or products to the marketplace and the strategies involved in obtaining a financing mix for these products. The focus is on designing a capital plan; seeking funds from external sources (such as venture capitalists); and the financing mix needed to make new product promotion successful. The role of the Small Business Administration is discussed. Prerequisite: FINC 5000.

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

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

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

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

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

Location

Health care management courses are offered at the following location:

International
Geneva, Switzerland

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

Program Curriculum

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

HEAL 5000 Advanced Theories and Concepts in Health Care (Requisite Course)
HEAL 5200 Professional Values and Ethics in Health Care
HEAL 5210 Program Development in Health Care
HEAL 5220 Politics and Economics of Health Care
HEAL 5320 Quality Assurance of Health Care
HEAL 6000 Integrated Studies in Health Care (Requisite Course)

Course Descriptions

HEAL 5000 Advanced Theories and Concepts in Health Care (Requisite Course) (3)
This course promotes an understanding of the usefulness of models and theories in nursing and health care and of the advantages and difficulties linked to the teaching and applications of conceptual framework in these fields. Instruments necessary for the implementation and evaluation of a conceptual framework useful in nursing and health care are developed. Prerequisites: admission to the health care management degree program and MNGT 5000.

HEAL 5120 Issues in Health Care Management (3)
The student examines current and significant issues in the health care field. Special emphasis is given to new and emerging theories, techniques, patterns of organizations, and health care delivery systems. Students synthesize and integrate learning from the entire program. The course develops understanding and analysis of factors that determine changes in teaching systems in health professions. Concrete applications (group and individual assignments) are related to training situations experienced by students in their professional lives. Course may be repeated for credit if content differs.

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.

HLTH 5140 The Law and Health Services (3)
The law and legal processes that affect health services institutions are examined. The course presents an overview of legal principles concerned with torts, contracts, and liability as relevant to health institutions. Legal elements of labor relations in the health field and the legal obligations and malpractice law as applied to health professionals and administrators are discussed.

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

FINC 5570 Basic Finance for Managers (3)
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able to understand financial information contained in financial statements and reports in order to evaluate their unit’s financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for FINC 5570)

Capstone Course

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

Program Description
This curriculum of graduate study is designed to equip the student with those skills necessary for effective management or administration in the health field. This is a nonclinical course of study. To qualify for the program, students should have a background in the health care field by way of an undergraduate program, diploma, or practical experience.

Curriculum and faculty have been selected with emphasis on providing maximum exposure to those issues most frequently encountered in the everyday experiences of the administrative staff of a health care facility. Each student is required to take the nine core courses as outlined under Program Curriculum.

Students wishing to take health services management courses for electives must have their academic background or practical experience in this subject area evaluated before registration for these courses as electives is permitted.

Program Curriculum
The 39 credit hours required for the master of arts (M.A.) or the minimum 48 credit hours required for the master of business administration (M.B.A.) must include the following courses for a major/emphasis in health services management:

HLTH 5000 Organization and Management of Health Systems (Requisite Course)
HLTH 5020 Organizational Planning and Change in Health Systems
HLTH 5040 Health Systems Human Resource Management
HLTH 5050 Financial Management in Health Care
HLTH 5070 Financial Analysis in Health Care
HLTH 5100 Statistics for Health Care Management
HLTH 5120 Health Policy Issues
HLTH 5140 The Law and Health Services
HLTH 6000 Integrated Studies in Health Services Management

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

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

Course Descriptions
HLTH 5000 Organization and Management of Health Systems (Requisite Course) (3)
Various types of health delivery systems are examined, including the hospital, health maintenance organizations, and managed care systems. Formal organizations and informal dynamics are reviewed. Particular attention is directed to the role of the manager in the communications, protocol, and decision-making processes.

HLTH 5020 Organizational Planning and Change in Health Systems (3)
This course explores how management introduces change into the health organization as an adaptive response to the external environment. The sociological dimensions of change are identified from the viewpoint of their impact on the health organization and health systems. Theories of organization change are applied to the health organization, and the role of leadership and strategic management in health organizations is explored theoretically and experientially. Organizational responses to the issues of market changes, managed care, consolidation, and system integration are analyzed.

HLTH 5040 Health Systems Human Resource Management (3)
This course deals with human resource issues in the health care organization. Particular attention is directed to the dynamics of contemporary human relations issues in the health care organization. The relationship between the administrative or bureaucratic structure (with its communication protocol and policy guidelines) and the professional structure of the hospital (with its physicians, nurses, and allied professions) is studied in detail.

HLTH 5050 Financial Management in Health Care (3)
This course emphasizes the managerial aspects of health care finance and begins with a brief review of accounting systems in health care institutions. The development and application of third-party reimbursement is described, including managed care and prospective payment systems. Cost behavior and cost analysis concepts are examined. Budgeting and internal control, including auditing concepts and techniques, are explored. Prerequisite: academic background in accounting or demonstration of satisfactory accounting skills.

HLTH 5060 Materials Planning and Purchasing for the Health Care Facility (3)
This course addresses the basis of decisions to lease or purchase equipment and to provide or contract for certain services.

HLTH 5070 Financial Analysis in Health Care (3)
Financial management and systems development in a changing health care environment are the focus of this course. A financial analysis framework is presented with key elements of forecasting, capital budgeting, and access to capital. Methods of long-term financial planning are considered, including capital investment decisions, equity and debt financing, and lease purchase decisions. Strategic financial planning, including mergers, acquisitions, and financial management in a managed care environment, are addressed. Prerequisite: HLTH 5050.

HLTH 5100 Statistics for Health Care Management (3)
This course introduces the use of statistical analysis in health care management. The course objective is for students to develop an understanding of the basic methods and underlying concepts of statistics that are used in management decision making. Among topics explored are descriptive statistics, probability, sampling,
hypothetical testing, forecasting methods, and nonparametric statistics. Applications in health-related management and research are featured.

**HLTH 5120 Health Policy Issues (3)**
The student examines significant health care policy issues. Special emphasis is given to public policies with broad implications, such as Medicare, regulation, financial assistance for the uninsured, and response to managed care systems. The process of policy decision making is explored. Methods and approaches for the research of policy issues are reviewed.

**HLTH 5140 The Law and Health Services (3)**
The law and legal processes that affect health services institutions are examined. The course presents an overview of legal principles concerned with torts, contracts, and liability as relevant to health institutions. Legal elements of labor relations in the health field and the legal obligations and malpractice law as applied to health professionals and administrators are discussed.

**HLTH 5500 Professional Seminars (1-3)**
Students participate in seminars designed to examine contemporary issues in health services management. The professional seminar supplements the core and elective courses in the area of health services 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.

**HLTH 5610 Planning and Marketing for Health Care Services Organizations (3)**
The student examines concepts and techniques useful in planning for the marketing of health care services. Decision areas covered include market analysis, market segmentation, service strategy development, pricing strategy, distribution strategy development, communications, organizational design, and evaluation. Consideration is given to not-for-profit, public, and for-profit health organizations.

**Capstone Course**

**HLTH 6000 Integrated Studies in Health Services Management (3)**
The student is expected to synthesize and integrate the learning experiences acquired in health services 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.
Human Resources Development

Program Description

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

Program Curriculum

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

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

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

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

Course Descriptions

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

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

HRDV 5500 Professional Seminars (1–3)
Students participate in seminars designed to examine contemporary issues in human resources development. The professional seminar supplements the core and graduate elective courses in the area of human resources development by focusing on issues of current and special interest. Course may be repeated for credit if content differs. 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.

HRDV 5560 Group Development and Change (3)
Effective groups and teams are critical in modern organizations, yet there are often dysfunctional dynamics and processes within the group. This course teaches the fundamental concepts relating to group dynamics, group decision making, and interpersonal conflict. The course also introduces students to different types of group-level interventions designed to improve group performance. The course also applies this conceptual knowledge to common group problems.

HRDV 5570 Planning Organization Development Programs and Interventions (3)
This is an elective, advanced course in organization development in which students will learn to design and implement programs and interventions used in organization development. The course builds professional skills by having students learn a variety of conceptual models and intervention methods used in organization development, and then applying that knowledge by analyzing organizational problems and proposing effective OD programs. Students must complete HRDV 5630 prior to taking this course.

HRDV 5610 Training and Development (3)
Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, make training and development an increasingly important topic in human resources development. In this course, the student will learn how to: 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety of different training and development activities, and 6) evaluate training and development programs.

HRDV 5620 Interpersonal and Organizational Communications (3)
Students in this course investigate the phenomenon of communication. Students learn the dynamics of the process of communication; the skills required to

Locations

Human resources development courses are offered at the following locations:

- Continental United States
  - Beaufort, SC
  - Brooks City-Base, TX
  - Charleston Metropolitan Campus, SC
- Colorado Springs
  - Metropolitan Campus, CO
- Columbia Metropolitan Campus, SC
- Crystal Lake Metropolitan Campus, McHenry County, IL
- Denver Metropolitan Campus, CO
- Fairchild AFB, WA
- Fayetteville Metropolitan Campus, AR
- Fort Bliss, TX
- Fort Bragg, NC
- Fort Irwin, CA
- Fort Leavenworth (CGSC), KS
- Fort Leonard Wood, MO
- Fort Sam Houston, TX
- Great Lakes Naval Base, Lake County, IL
- Greenville Metropolitan Campus, SC
- Hill AFB, UT
- Jacksonville Metropolitan Campus, FL
- NAS Jacksonville, FL
- Kansas City Metropolitan Campus, MO
- Kirtland AFB, NM
- Lackland AFB, TX
- Little Rock AFB, AR
- McConnell AFB, KS
- Merritt Island Metropolitan Campus, FL
- Myrtle Beach Metropolitan Campus, SC
- North Orlando Metropolitan Campus, FL
- Ocala Metropolitan Campus, FL
- Ozarks Metropolitan Campus, MO
- Patrick AFB, FL
- Pope AFB, NC
- Sarasota Metropolitan Campus, FL
- Scott AFB, IL
- South Orlando Metropolitan Campus, FL

(Continued)
Human Resources Development

Locations (continued)
St. Louis, MO
Downtown Campus
Home Campus
West Port Plaza Campus
Whiteman AFB, MO
International
Geneva, Switzerland

achieve successful communication; the importance of effective communication in work situations; methods of evaluating communication problems in the workplace; and methods for increasing productive communication in the workplace. The course affords students opportunities to explore a variety of personal and organizational methods of enhancing communication.

HRDV 5630 Organization Development and Change (3)
Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, inter-group, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes.

HRDV 5650 Personal Development and Effectiveness in Organizations (3)
The course focuses on developing personal effectiveness within organizations. The application of cognitive, affective, and behavioral theories to enhance personal growth and development and to maximize individual performance is examined. Various sources of pressures for people in a rapidly changing world are studied, and strategies for making positive changes in self and facilitating changes in others are considered.

HRDV 5660 Issues in Human Resources Development (3)
Current and significant issues in human resources development 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.

HRDV 5670 Behavior Change Dynamics in Human Resources Development (3)
Students examine the basic process of behavior change. The counseling and psychological theories of human behavior serve as a foundation for this course. Students review how these theories view behavioral change and explore some specific intervention methods. The dynamics of change are discussed in relation to the modification of human communication (listening skills), human attitudes and value systems, developing self-esteem, stress reduction, assertive behavior, modification of management style, conflict, crisis intervention methods, etc. Students investigate methods of assessing behavioral change needs in the workplace. The current status of EAP and the variety of functions performed by the EAP professional are reviewed. Students can gain insight into the academic, certification, and licensure requirements in the helping professional fields.

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

HRDV 5700 Career Management (3)
Career management is the process through which individuals and organizations jointly plan, guide, direct, and influence people's careers to meet the individual's and the organization's future needs. This course introduces students to current ideas about how organizations and individuals are trying to manage the problems created by the new rules of the workplace through career management.

HRDV 5710 Diversity in the Workplace (3)
This course provides the student with foundational information concerning our multicultural society. Students explore the importance of learning to understand cultural similarities and differences and how this information relates to the workplace. The major subcultures are investigated in a workshop format. The second half of this course provides a specific investigation of social issues that are of current importance to the workplace.

HRDV 5740 Human Resources Development Consulting and Educational Services (3)
The role of the HRDV professional as consultant and educator is the focus of this course. Students learn about the field of internal and external consulting and explore a variety of consultant providers and the services offered by the consultant. Students also learn some of the methods used to develop consulting services and skills required of the professional consultant. The second major emphasis of this course is on the understanding and utilization of instructional design, instructional strategies, information systems, and technology used in providing educational experiences to employees (either from HRDV personnel within or from outside the organization). The future of the consulting industry is also examined in this course.

HRDV 5750 Research and Assessment Methods in Human Resources Development (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 in human resources development, such as learning assessments, performance evaluations, and program evaluation.

Capstone Course
HRDV 6000 Integrated Studies in Human Resources Development (3)
The student is expected to synthesize and integrate the learning experiences acquired in human resources development 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.
Human Resources Management

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

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

HRMG 5000 Managing Human Resources (Requisite Course)
MNGT 5590 Organizational Behavior
FINC 5570 Basic Finance for Managers
HRDV 5610 Training and Development
HRMG 5670 Employment Law
HRMG 5920 Staffing
HRMG 6000 Integrated Studies in Human Resources Management

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

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

Course Descriptions

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

FINC 5570 Basic Finance for Managers (3)
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able understand financial information contained in financial statements and reports in order to evaluate their unit’s financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for FINC 5570.)

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

HRDV 5610 Training and Development (3)
Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, make training and development an increasingly important topic in human resources development. In this course, the student will learn how to 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety of different training and development activities, and 6) evaluate training and development programs.

HRMG 5670 Applied Statistics (3)
This course teaches the basic descriptive and inferential statistical used to analyze human resources management, business, and management problems. Specifically, the course will teach descriptive statistics, probability theory, hypothesis testing and confidence intervals, correlations, and multiple regression, and basic model building and testing. Most statistical analyses will be conducted using Microsoft Excel, so students should be somewhat familiar with Excel. Students who have completed BUSN 5760 may substitute another course for HRMG 5670.

HRMG 5690 Workforce Retention and Transitions: Theory and Practice (3)
This elective course covers the concepts relevant to the development and maintenance of a loyal, satisfied, and productive workforce. This course will illustrate how human resources management practices affect workforce retention and transitions. After reviewing theories of employee motivation, organizational commitment, job satisfaction, and withdrawal cognition, students will examine common organizational strategies and practices for retaining valuable human resources. Students will learn methods for assessing the causes of employee turnover and transfers, how to maximize the retention of good employees, how to design fair and effective layoff or reduction in force policies, and how to design and implement promotion, succession planning, and transfer programs in organizations. This elective course builds upon and supplements the core human resources management courses. Students must complete HRMG 5000 before taking this course. It will be helpful to have completed HRMG 5800 as well.

Locations
Human resources management courses are offered at the following locations:

Continental United States
Bolling AFB, DC
Brooks City-Base., TX
Camp Lejeune Naval Hospital, NC
Charleston Metropolitan Campus, SC
Colorado Springs Metropolitan Campus, CO
Columbia Metropolitan Campus, SC
Denver Metropolitan Campus, CO
Edwards AFB, CA
Fayetteville Metropolitan Campus, AR
Fort Bragg, NC
Fort Irwin, CA
Fort Jackson, SC
Fort Leavenworth (CGSC), KS
Fort Leonard Wood, MO
Fort Sill, OK
Fort Smith Metropolitan Campus, AR
Fort Stewart, GA
Greenville Metropolitan Campus, SC
Hanscom AFB, MA
Hill AFB, UT
Huntsville, AL
Jacksonville Metropolitan Campus, FL
NAS Jacksonville, FL
Kansas City Metropolitan Campus, MO
Little Rock Metropolitan Campus, AR
Louisville Metropolitan Campus, KY
Merritt Island Metropolitan Campus, FL
Moody AFB, GA
North Orlando Metropolitan Campus, FL
Ocala Metropolitan Campus, FL
Ozarks Metropolitan Campus, MO
Patrick AFB, FL
(continued)
## Human Resources Management

### Locations (continued)
- Salt Lake City Metropolitan Campus, UT
- San Diego Metropolitan Campus, CA
- Sarasota Metropolitan Campus, FL
- South Orlando Metropolitan Campus, FL
- St. Louis, MO
  - Downtown Campus
  - Home Campus
  - West Port Plaza Campus
  - WingHaven Campus
- International
  - Geneva, Switzerland
  - London, United Kingdom
  - Paget, Bermuda
  - Vienna, Austria

### HRMG 5660 Issues in Human Resources Management (3)
Students examine current and significant issues in human resources management. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Topics such as cultural diversity, global competition, organizational downsizing, and self-directed work teams are covered. Course may be repeated for credit if content differs.

### HRMG 5700 Employment Law (3)
This course provides an overview of legal issues affecting human resources management. It focuses on the impact of law on individuals in organizations, recognition of legal problems, and the legal impact of human resource decisions. The course content includes laws, regulations, and court decisions covering labor-management relations.

### HRMG 5800 Staffing (3)
This course introduces students to the basic principles and techniques of staffing the workplace. Students will be introduced to basic and intermediate level theories and strategies utilized in staffing, planning, recruiting, and selection. Topics covered include: job analysis, recruitment, selection, and performance assessment. Prerequisites: HRMG 5000 and HRMG 5670.

### HRMG 5920 Compensation (3)
This course addresses tangible and intangible compensation and the use of compensation to motivate and reward employee performance. The course also covers job analysis, job description, and job evaluation on the basis of compensable factors as well as designing an equitable pay structure. In addition, students analyze the influence of unions and government in determining the compensation of the labor force, including compensation of both hourly workers and managerial employees. Prerequisites: HRMG 5000 and HRMG 5670.

### HRMG 5930 Labor-Management Relations (3)
Students examine legislation concerning labor-management relations and focus special attention on contract negotiations, contract administration, and the creative resolution of employee-management differences in the context of a formal contract. The course focus is on employee relations characterized as being outside of a negotiated agreement.

### HRMG 5940 Personnel Assessment (3)
This course is an in-depth study of several topics in the area of personnel psychology. Consideration is given to issues such as assessment centers, employment interviewing, personnel appraisal, employment test validity, and legal issues relevant to personnel assessment.

### HRMG 5960 Employee Benefits (3)
“Employee benefits” refers to compensation other than wages and salaries, such as health insurance, social security contributions, pensions and retirement plans, vacations, and sick days. This course introduces the “how and why” of employee benefits to students who are, or wish to be, in human resources management. First, the course introduces students to the entire range of employee benefits commonly used in the workplace. Second, the course will help students analyze employee benefits programs and identify the critical issues associated with different types of benefits. As an introductory course in benefits, this course does not cover in detail the tax consequences of different types of benefits or the Employee Retirement Income Security Act (ERISA). This elective course supplements the Compensation (HRMG 5920) core course. Prerequisite: HRMG 5000.

### Capstone Course

#### HRMG 6000 Integrated Studies in Human Resources Management (3)
The student is expected to synthesize and integrate the learning experiences acquired in human resources management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of other required courses in this major.
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.

Program Curriculum

The 36 credit hours required for the master of arts (M.A.) in international business or the 48 credit hours required for the master of business administration (M.B.A.) with an emphasis in international business must include the following courses for the degree:

INTB 5000 International Business (Requisite Course) (3)
INTB 5600 International Accounting (3)
FINC 5840 International Finance (3)
INTB 5630 International Law and Business (3)
MRKT 5710 Cross-Cultural Management (3)
INTB 5500 Professional Seminars (1-3)
INTB 6000 Integrated Studies in International Business (3)

In addition, 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.

Course Descriptions

INTB 5000 International Business (Requisite Course) (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 course requirements 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 its equivalent.

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

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

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

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

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

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

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

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

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 of the Third World (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.

MRKT 5980 International Marketing (3)
Students are exposed to several aspects of international marketing. This includes the international marketing environment and the international marketing mix—product, pricing, distribution, promotion—as well as emerging issues in international trade such as trading blocs, trade barriers, and standardization/adaptation. Prerequisite: MRKT 5000 or permission of the instructor.

Capstone Course
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.
Management and Leadership

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

Program Curriculum
The 36 credit hours required for the master of arts (M.A.) or the 48 credit hours required for the master of business administration (M.B.A.) must include the following courses for a major/emphasis in management and leadership:

- MNGT 5000 Management (Requisite Course)
- MNGT 5590 Organizational Behavior
- MNGT 5650 Management and Strategy
- HRMG 5000 Managing Human Resources
- MNGT 5670 Managerial Leadership
- HRDV 5630 Organization Development and Change
- FINC 5570 Basic Finance for Managers
- MNGT 6000 Integrated Studies in Management

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

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

Course Descriptions

MNGT 5000 Management (Requisite Course) (3)
In this course, the student is introduced to the basic concepts of management and organizations. Primary emphasis is given to three primary functions: planning, organizing, and controlling. Additional topics include: organization theory, the global environment, ethics, and decision making.

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

MNGT 5300 American Business and Management (3)
(For students who have satisfactorily completed English as a Second Language)
The international student is introduced to the language and terminology of business and management in the United States. Students examine the fundamental concepts and practices of American business and management and the social, economic, and political implications in the application of these concepts.

MNGT 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in management. The professional seminar supplements the core and elective courses in the area of 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.

MNGT 5530 Decision-Making Processes (3)
Course content focuses on developing the student’s understanding of decision-making theories and techniques based on structured decision-making processes. The factors that influence human decisions and the conditions under which decisions are made are presented. Peer, personal, social, and political pressures; individual and group interactions; and data uncertainty are presented within the context of developing sound decision-making methodologies.

MNGT 5550 Comparative Labor-Management Relations (3)
Students examine labor-management relationships, both contractual and informal; methods for the resolution of labor-management disputes; and relevant legislation in selected countries.

FINC 5570 Basic Finance for Managers (3)
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able understand financial information contained in financial statements and reports in order to evaluate their unit’s financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for FINC 5570.)

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

MNGT 5650 Management and Strategy (3)
Strategic management refers to managerial decisions and actions that influence the long-run direction and performance of an organization. This course introduces the basic analytical concepts and processes underlying environmental scanning, strategy formulation, strategy implementation, and evaluation and control of strategies. The course also addresses specific topics, including the central role of the organization’s purpose in formulating effective strategy, the identification, development, and leveraging of core competencies, the increasing use of strategic alliances, globalization and strategy, and the organization’s ability to develop and sustain competitive advantages.

Locations
Management and leadership courses are offered at the following locations:

- Continental United States
  - Beaufort, SC
  - Bolling AFB, DC
  - Brooks City-Base, TX
  - Charleston AFB, SC
  - Charleston Metropolitan Campus, SC
  - Colorado Springs Metropolitan Campus, CO
  - Columbia Metropolitan Campus, SC
  - Crystal Lake Metropolitan Campus, McHenry County, IL
  - Denver Metropolitan Campus, CO
  - Fairchild AFB, WA
  - Fayetteville Metropolitan Campus, AR
  - Fort Bliss, TX
  - Fort Irwin, CA
  - Fort Jackson, SC
  - Fort Leavenworth (CGSC), KS
  - Fort Leonard Wood, MO
  - Fort Sam Houston, TX
  - Fort Sill, OK
  - Fort Stewart, GA
  - Great Lakes Naval Base, Lake County, IL
  - Greenville Metropolitan Campus, SC
  - Hunter Army Airfield, GA
  - Irvine Metropolitan Campus, CA
  - Jacksonville Metropolitan Campus, FL
  - NAS Jacksonville, FL
  - Kansas City Metropolitan Campus, MO
  - Kirtland AFB, NM
  - Lackland AFB, TX
  - Little Rock Metropolitan Campus, AR
  - Los Angeles AFB, CA
  - Louisville Metropolitan Campus, KY
  - Luke AFB, AZ
  - McConnell AFB, KS
  - Merritt Island Metropolitan Campus, FL
  - Myrtle Beach Metropolitan Campus, SC
  - New River Marine Corps Air Station, NC
  - (continued)
Management and Leadership

MNGT 5670 Managerial Leadership (3)
Organizational leadership is the process of influencing other people to achieve organizational goals. This leadership course reviews and builds upon the basic knowledge of leadership provided in an introduction to organizational behavior course by expanding the scope and depth of the student’s knowledge 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.

HRDV 5630 Organization Development and Change (3)
Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, inter-group, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes.

MNGT 5870 Issues in Management (3)
Current and significant issues in 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.

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 to cope with change. Course content focuses on the development of forecasting techniques, planning strategies, and the creative use of budgeting.

MNGT 5990 Corporate Responsibility and Society (3)
Students examine how and why public demands on private business have expanded and altered during the twentieth century and how business has moved to anticipate and adapt to these emerging demands. The concept of corporate responsibility leads to a host of complex management problems that are assessed in light of the new role of business in contemporary society.

Capstone Course
MNGT 6000 Integrated Studies in Management (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 case study analysis, a research project, or management 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 this major.
**Program Description**

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

**Program Curriculum**

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

- MRKT 5000 Marketing (Requisite Course)
- MRKT 5890 Marketing Statistics
- MRKT 5920 Marketing Channel Management
- MRKT 5940 Promotional Management
- MRKT 5960 Marketing Management
- MRKT 5970 Marketing Research
- MRKT 5980 International Marketing
- MRKT 6000 Integrated Studies in Marketing

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

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

**Course Descriptions**

**MRKT 5000 Marketing (Requisite Course) (3)**

Students examine the character and importance of the marketing process, its essential functions, and the institutions exercising these functions. Course content focuses on the major policies that underlie the activities of marketing institutions and the social, economic, and political implications of such policies.

**MRKT 5500 Professional Seminars (1-3)**

Students participate in seminars designed to examine contemporary issues in marketing. The professional seminar supplements the core and elective courses in the area of marketing 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 as directed study.

**MRKT 5800 Sales Management (3)**

This course is designed to help the students become familiar with the theory, concepts, terminology, and problem-solving techniques used in sales and how sales are an important part of the overall promotion plan. In addition, the student will be given insight into how a successful salesperson communicates, including an analysis of consumer buying behavior. Prerequisite: MRKT 5000.

**MRKT 5880 Business-to-Business Marketing (3)**

Students review the concepts, terminology, and the practice of marketing between business organizations. This includes aspects of the business-to-business marketing mix: product, pricing, distribution, and promotion, as well as emerging issues such as selling to the government, JIT systems, computers, and international business-to-business marketing. Prerequisites: MRKT 5000 and MRKT 5920.

**MRKT 5890 Marketing Statistics (3)**

The student examines the application of statistical analysis to marketing decisions. Descriptive statistics, probability theory, sampling theory, statistical inference, and techniques of statistical analysis are included, especially as they apply to real-life marketing decisions in business. M.B.A. students should take MRKT 5890. Students who have completed BUSN 6060 may not enroll in MRKT 5890. M.B.A. students who are taking an emphasis in marketing and who take BUSN 6060 can substitute that course for MRKT 5890. Prerequisite: MRKT 5000.

**MRKT 5900 Marketing in Electronic Commerce**

This course will focus on the strategy involved to market products and services in the age of electronic commerce. Specific emphasis will be placed upon understanding the paradigm shift that the Internet has created in business and marketing’s role in that shift. Both consumer and business-to-business applications will be discussed. Methodology will use the Internet, weekly periodicals, and other media appropriate to the topic. How technology is affecting the marketing mix and how to use marketing principles and concepts in this environment are the prime questions to be answered.

**MRKT 5910 Pricing Strategies (3)**

Students study pricing theory in-depth as it applies to marketing strategy decisions. This course includes study of the impact of pricing decisions on income statement performance, gross margins, contribution margin results, and price changes on profitability. Prerequisite: MRKT 5000.

**MRKT 5920 Marketing Channel Management (3)**

The student studies distribution processes and institutional structures as subsystems of marketing strategy. Focus is on channel structure, product assortment considerations, promotional activities, pricing strategies, and physical logistics necessary to achieve channel objectives. Governmental, economic, and competitive aspects affecting channel management are included. Prerequisite: MRKT 5000.

**MRKT 5930 Issues in Marketing (3)**

Current and significant issues in marketing 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.

**MRKT 5940 Promotional Management (3)**

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

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

MRKT 5960 Marketing Management (3)
The student examines the life cycle management of a product from inception to the point where it is no longer offered. Specific topics covered in the course include the product development cycle, product assortment decisions, branding, pricing, and others that make up the marketing mix and that are dynamic throughout the product life cycle. Specific emphasis is placed on identifying marketing problems, investigating alternative solutions, and rendering appropriate strategies and decisions. Techniques associated with situational analysis of problems are stressed. Prerequisites: MRKT 5000, MRKT 5920, MRKT 5940, and MRKT 5970.

MRKT 5970 Marketing Research (3)
Students examine the application of research in gathering and analyzing information to forecast and control marketing activities. Problem formulation, procedures of research techniques, and application of tools and models to improve marketing decisions are covered in depth. Attention is given to techniques and criteria for identifying and selecting markets, and the usefulness of marketing research information to marketing managers is evaluated. The course is presented from the viewpoint of a consumer of marketing research rather than a practitioner of marketing research. Prerequisites: MRKT 5000 and either BUSN 6060 or MRKT 5890.

MRKT 5980 International Marketing (3)
Students are exposed to several aspects of international marketing. This includes the international marketing environment and the international marketing mix—product, pricing, distribution, promotion—as well as emerging issues in international trade such as trading blocs, trade barriers, and standardization/adaptation. Prerequisite: MRKT 5000 or permission of the instructor.

MRKT 5990 Strategic Market Planning (3)
This course is designed to develop the student’s ability to effectively assemble an entire strategic and tactical market plan. The student prepares strategic and tactical market plans for a consumer product, an industrial product, and a specific service. The entire concept of marketing is employed in this course, relating to the three basic areas of marketing applications: consumer goods, industrial goods, and services. The specific differences between strategic and tactical planning are covered in depth. This course stresses market planning rather than problem solving. Prerequisites: MRKT 5000, MRKT 5920, MRKT 5940, MRKT 5960, MRKT 5970, and MRKT 5980.

Capstone Course

MRKT 6000 Integrated Studies in Marketing (3)
The student is expected to synthesize and integrate the learning experiences acquired in marketing 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.
Procurement and Acquisitions Management

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

Program Curriculum
The 36 credit hours required for the master of arts (M.A.) or the 48 credit hours required for the master of business administration (M.B.A.) must include the following courses for a major emphasis in procurement and acquisitions management:

PROC 5000 Procurement and Acquisitions Management (Requisite Course)
PROC 5810 Acquisitions Law
PROC 5820 Operations Management
PROC 5830 Pricing
PROC 5840 Negotiations
PROC 5850 Logistics
PROC 6000 Integrated Studies in Procurement and Acquisitions Management

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

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

Graduate Certificate in Government Contracting
The graduate certificate in government contracting program is designed for contracting practitioners with several years of organizational experience working with the tools and knowledge in contracting and acquisitions management. The program emphasizes both theory and practice allowing students to learn the underlying principles and use of the current tools in the field. 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
PROC 5830 Pricing
PROC 5840 Negotiations
PROC 5860 Government Contracting
PROC 5870 Pricing and Contract Integration
PROC 5890 Government Procurement Law

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

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

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

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

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

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

Locations
Procurement and acquisitions management courses are offered at the following locations:

Continental United States
Boiling AFB, DC
Colorado Springs Metropolitan Campus, CO
Fort Belvoir, VA
Fort Bragg, NC
Fort Leavenworth (CGSC), KS
Jacksonville Metropolitan Campus, FL
NAS Jacksonville, FL
Lackland AFB, TX
Merritt Island Metropolitan Campus, FL
Peterson AFB, CO
Scott AFB, IL
St. Louis, MO
West Port Plaza Campus

International
Leiden, The Netherlands
Procurement and Acquisitions Management

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.

Capstone Course
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.
Program Description
The objective of this curriculum is to provide those in, or interested in, public service with an overview of available techniques and experience in applying these techniques to public policy decision making. The curriculum seeks to examine in depth the nature of public servants, the tools at their disposal, and various roles in public organizations.

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

- PADM 5000 Public Administration (Requisite Course)
- PADM 5820 Planning and Evaluation
- PADM 5830 Administrative Law and Processes
- PADM 5840 Budgetary Theory and Analysis
- PADM 5870 Public Personnel Management
- PADM 5890 Public Policy and Administration
- PADM 6000 Integrated Studies in Public Administration

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

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

Course Descriptions

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

- **PADM 5500 Professional Seminars (1-3)**
  Students participate in seminars designed to examine contemporary issues in public administration. The professional seminar supplements the core and elective courses in the area of public administration 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.

- **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 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.

Capstone Course

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

Locations
Public administration courses are offered at the following locations:

- Continental United States
  - Camp Lejeune, NC
  - Fort Leonard Wood, MO
  - Lackland AFB, TX
  - Little Rock AFB, AR
  - Luke AFB, AZ
  - Patrick AFB, FL
  - Pope AFB, NC
Quality Management

Program Description
The objective of the quality management curriculum is to provide the student with the principles, concepts, and applications of quality management in an organizational setting.

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

- QMGT 5000 Introduction to Quality Management
- BUSN 5760 Applied Business Statistics
- QMGT 5050 The Theory and Practice of Quality Management
- QMGT 5070 ISO 9000/14000 and Other Quality Systems
- QMGT 5100 Topics in Quality Management
- FINC 5570 Basic Finance for Managers
- MNGT 5590 Organizational Behavior
- BUSN 6110 Operations and Project Management
- QMGT 6000 Integrated Studies in Quality Management

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

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

Course Descriptions
QMGT 5000 Introduction to Quality Management (3)
This course is designed as a review of the universal management functions and the evolution of the philosophies of management. This course is designed, also, as the initial in-depth exploration into the concepts and applications identified as integral parts of the management philosophy of quality management.

QMGT 5050 The Theory and Practice of Quality Management (3)
This course will continue the study of quality management with an emphasis on both the conceptual frameworks that support the practice of quality management and the current applications of quality management in both the manufacturing and service sectors. Topics will include customer relations, quality circles, teams, supply chain management, and requirements for national and international quality awards. Prerequisite: QMGT 5000.

QMGT 5070 ISO 9000/14000 and Other Quality Systems (3)
This course is specifically designed to cover the ISO language, documentation, and steps to corporate certification. In addition, it will address the integration of ISO 9000 and ISO 14000 and the new requirements checklist including the compliance guide found in ISO 9000:2000. Other quality systems will be covered. Prerequisites: QMGT 5000, QMGT 5050, and BUSN 5760 or HRMG 5670.

QMGT 5100 Topics in Quality Management (3)
Current and significant issues related to quality 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. Students majoring in quality management must take QMGT 5000 before taking QMGT 5100.

FINC 5570 Basic Finance for Managers (3)
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able understand financial information contained in financial statements and reports in order to evaluate their unit's financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for FINC 5570.)

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

BUSN 5760 Applied Business Statistics (3)
The student examines the application of statistical analysis, hypothesis testing, and regression analysis in business decision making. The course should focus on the utilization of statistical methods as applied to business problems and operations.

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

Capstone Course
QMGT 6000 Integrated Studies in Quality Management (3)
The student is expected to synthesize and integrate the learning experiences acquired in quality management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals vary. Prerequisite: completion of all other required courses in this major.
Program Description
The master of science (M.S.) 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.

In addition to the required core courses and the elective courses, the following options may be components of the student’s degree program: master of arts (M.A.) degree professional seminars, internship, thesis or project, and credit transferred into the degree program. The student is limited to 3 credit hours of professional seminars and two issues courses.

Students may not apply for dual majors because of the technical nature of the M.S. degree program.

Emphasis Areas
The M.S. in space systems operations management is designed to prepare individuals for positions in the public and private sectors of the space industry. The space systems engineering and technical management emphasis enables the student to understand the environment, technology, and complexities of space operations and to apply quantitative and qualitative approaches to planning, executing, 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 39 credit hours required for the M.S. 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)
- SPSM 5730 Space Operations Research
- SPSM 5740 Space Systems Dynamics-Orbital Mechanics
- SPSM 5750 Space Systems Engineering
- SPSM 5770 Space Operations Management
- SPSM 6000 Practical Research in Space Operations

**Acquisitions and Program Management**
- SPSM 5000 Space Environment (Requisite Course)
- SPSM 5600 Space Systems Acquisition Law
- SPSM 5650 Space Systems Contracting
- SPSM 5730 Space Operations Research
- SPSM 5950 Space Systems Project Management
- SPSM 6000 Practical Research in Space Operations

Five elective courses chosen from the following for either emphasis:
- SPSM 5700 Space Commanding Systems
- SPSM 5710 Space Communications Systems
- SPSM 5760 Space Bio-Astronautics
- SPSM 5800 GPS-Space Radio Navigation Systems
- SPSM 5900 Space Commercialization
- SPSM 5910 Space Systems Integration
- SPSM 5930 Space Systems Law and Policy
- SPSM 5940 Space Decision Support Systems
- SPSM 5990 Issues in Space Operations

In addition the student chooses two elective courses (6 credit hours) from this major or from the program curricula of other School of Business and Technology majors.

Course Descriptions

**SPSM 5000 Space Environment (Requisite Course) (3)**
Students will examine the concepts and terminology of the space environment, including the ionosphere, the magnetospheres, radiation, human factors and limitations, solar effects, near-Earth and deep space operations, propulsion systems, satellite communications systems, spacecraft design, ground control and supporting infrastructures, manning, technical support, outsourcing, and large-scale long-term space operations. The orbital elements within the space environment and the broad range of parameters and constraints of navigation and operations in space are explored. Students are introduced to the mathematics of orbital mechanics and determination techniques, and learn how to calculate orbital parameters.

**SPSM 5600 Space Systems Acquisition 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. Students who have completed PROC 5890 may not enroll in this course.

**SPSM 5650 Space Systems Contracting (3)**
Students will be exposed to the activities of developing operations requirement documents (ORD), concepts of operation (CONOPS), statements of work (SOW), engineering change proposals (ECP), configuration management plans (CMPs), program operations memorandums (POM), work breakdown structures (WBS), negotiations, and award fee plans. Other documents and processes relevant to contracting activities for space systems will be included as necessary.

**SPSM 5700 Space Commanding Systems (3)**
This course is recommended only for space systems engineering and technical management track students due to the technical content and hands-on nature. This course provides hands-on commanding of spacecraft systems using an industry standard COTS software product. Students will be exposed to establishing commands and receiving and reading telemetry from (simulated) satellites. Prerequisite: Students should have a programming course, minimum BASIC or C++, as well as completion of SPSM 5740 Space Systems Dynamics-Orbital Mechanics, prior to taking this course.
SPSM 5710 Space Communications Systems (3)
Students examine the technical aspects of satellite communication systems, including an extensive evaluation of space and ground segments. Topics include space communications design and performance analysis, design trade-offs, antenna design and performance, link equation, attenuation, modulation, jamming and anti-jamming techniques, encoding and decoding, access, error detection and correction, frequency hopping, and other access schemes. This course presents an in-depth analysis of current and future trends in satellite communication system development and technologies such as Direct Broadcast and Global Cellular support. (Formerly SPOP 5710)

SPSM 5730 Space Operations Research (3)
Students examine modeling techniques that assist in the decision-making process of space operations. Linear, nonlinear, integer, and dynamic programming techniques applicable to space operations are among the deterministic mathematical methods explored. (Formerly SPOP 5730)

SPSM 5740 Space Systems Dynamics-Orbital Mechanics (3)
Students examine the basic application of orbital maneuvers, ground traces, ballistic trajectories, mathematics associated with the solution of the two- or three-body problem, satellite stability and attitude control, and boost/re-entry dynamics and attitude control. The theory of basic navigation guidance and control, the dynamics of interplanetary travel, and the effects of space debris are explored. (Formerly SPOP 5740)

SPSM 5750 Space Systems Engineering (3)
Students examine a wide range of engineering issues and consider factors that affect spacecraft design. Topics include human factors engineering, logistics support, long-duration low-Earth and deep space operations, design trade-offs, risk identification, and mitigation techniques. Use of tele-robotics and interactive virtual environmental support systems, computer-based modeling and simulation tools, and other current engineering considerations are studied. (Formerly SPOP 5750)

SPSM 5760 Space Bio-Astronautics (3)
Students examine the broad range of environmental stresses on the human element for short- and long-duration space travel, including psychological and physiological effects. Pressure, temperature, G-forces, and radiation are among the specific stresses considered. The capacity for extended space operation and human survivability, considerations that affect spacecraft and spacesuit designs, are studied. Consumables such as food, water, breathable air, and fuel are addressed with respect to manned space travel. (Formerly SPOP 5760)

SPSM 5770 Space Operations Management (3)
Students examine various operations issues such as launch facilities, SV design and development, ground control infrastructure, and end user support operations. Manning, technical support, outsourcing, and other issues impacting operations management are included. The International Space Station (ISS) is used as a potential course topic for examining large-scale low-Earth operations. Long-term projects such as lunar and Mars missions are potential projects for research.

SPSM 5800 GPS-Space Radio Navigation Systems (3)
This course focuses primarily on the Global Positioning System (GPS) and gives the student hands-on experience with a space-based radio navigation system. This course examines current and future GPS applications. Students will explore basic navigation, map coordinate systems, and then integrate this knowledge with the GPS satellite navigation system.

SPSM 5900 Space Commercialization (3)
Students examine trends in commercialization of space including launch services, the NASA technology transfer program, satellite communications and paging services, cellular services, direct broadcast TV, image services, GPS, and DirectPC (data services). Examination of commercial services and the risks associated with new start-ups is included as well as legal issues with geostationary rights and World Radio Frequency allocations.

SPSM 5910 Space Systems Integration (3)
Students examine those processes that facilitate the design, development, integration, manufacture, deployment, sustainment, and disposal of space systems. The course identifies those criteria needed to reduce risks and ensure that performance integrity, compatibility, testing, and validation of functional and physical requirements are met.

SPSM 5930 Space Systems Law and Policy (3)
Students examine national legislative efforts and international treaties to establish space policies. The policy positions of the United States, the Commonwealth of Independent States, and other sovereign nations, and the efforts of these nations to implement national policies are discussed.

SPSM 5940 Space Decision Support Systems (3)
This course is designed toward the understanding and application of decision support systems and technology tools. The student will examine the various stages of DSS development and use in assisting the manager in making effective decisions relevant to space operations or planning activities. Decision-making processes appropriate for effective control, strategic planning, and management information systems, and the role that computers have in presenting complex data to decision makers are examined.

SPSM 5950 Space Systems Project Management (3)
Students examine those processes used by space system managers to plan, organize, coordinate, and direct the efforts of functional, staff, technical, and project groups in accomplishing the objectives of space system programs and projects.

SPSM 5990 Issues in Space Operations (3)
Current and significant issues in space operations 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.

Capstone Course

SPSM 6000 Practical Research in Space Operations (3)
The student is expected to synthesize and integrate the learning experiences acquired in space operations and to evaluate current topics relative to this major. Prerequisite: successful completion of all required core courses in this major and declaration of the thesis option in accordance with the thesis policy (as applicable). Specific projects or delivery methods will include space-related technical and engineering areas of emphasis. Internships or practical research projects are considered appropriate applications of student research in conjunction with the completion of this course.
Program Description

The objective of the telecommunications management curriculum is to provide the student with exposure to the tools of management in the telecommunications profession and to provide experience in this area through simulations and decision-making situations. Students acquire familiarity with the management demands and characteristics of telecommunications, the techniques of decision making, and the application of these techniques in actual problem-solving cases.

Program Curriculum

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

- TELE 5000 Telecommunications Management (Requisite Course)
- TELE 5020 Telecommunications Project Management
- TELE 5030 Legal Issues in Telecommunications Management
- TELE 5040 Digital Network Environment
- TELE 5050 Telecommunications Marketing
- FINC 5000 Finance (or FINC 5570 Basic Finance for Managers)
- TELE 6000 Integrated Studies in Telecommunications Management

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

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

Course Descriptions

**TELE 5000 Telecommunications Management (Requisite Course) (3)**

This course is an overview of the various segments of the telecommunications networks and how these relate to the total system. The segments examined include analog and digital theory; cable systems; trunking; switching systems; microwave; satellite; customer premise; premise wiring; voice grade; special circuits; toll systems; computer telephony integration (CTI); IP telephony; Quality of Service (QOS) offerings; Voice Over Packet Protocols including IP (VOIP) and other new technology concepts.

**FINC 5000 Finance (3)**

The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; decisional decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision making. Prerequisites: BUSN 5600 and BUSN 5760. (FINC 5570 cannot be substituted for FINC 5000.)

**FINC 5570 Basic Finance for Managers (3)**

Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able understand financial information contained in financial statements and reports in order to evaluate their unit’s financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for FINC 5570.)

**TELE 5010 Telecommunications Economics (3)**

This course combines topics from microeconomics, telephony, and engineering economy. Topics include inflation; incremental costs; incremental revenue; minimization; maximization; marginal costs and revenue; elasticity; owning versus leasing telephone and data network equipment; property; maximizing profits from alternative routing; the cost benefits of alternative carriers and facilities; economics of bypass; cost benefit analysis of wireless technologies including broadband wireless services; economics of local and wide area networks; economics of packet switching networks; economics of commutating and remote networking; cost benefits of extranet technology and virtual private networks (VPNs); economics of and benefits of thin client computing; economics of scale and scope; pure monopolies versus regulated monopolies; and economic feasibility study techniques and capacity planning.

**TELE 5020 Telecommunications Project Management (3)**

Students examine the management techniques used in the concept, design, provisioning, and follow-up for communications projects; quality assurance; budgeting control; research and development; organizational matrix; contract negotiations; systems compatibility; human resources planning; systems analysis; interdepartmental and vendor coordination; scheduling; facility layout; problem analysis; and inventory control.

**TELE 5030 Legal Issues in Telecommunications Management (3)**

This course introduces students to the readings and case studies that integrate ethical aspects of law and the effect on management decisions: 1984 consent decree; Federal Communications Commission regulations and jurisdiction; state utility commission rulings; criminal law as it affects management decisions in a regulated environment; contract administration; international law as it relates to telecommunications; the scope of white collar crime; and technology patent infringements.

**TELE 5040 Digital Network Environment (3)**

This course introduces the student to the basic terminology and facilities used in telecommunications. Focus...
Telecommunications Management

is given to the following digital networks: digital transmission techniques and applications in voice and data services and the interface of circuits; packet switching; integrated services digital network (ISDN); Digital Subscriber Line (XDSL); packet switching technologies such as frame relay; extranets and Virtual Private Networking (VPNs); firewall security and data encryption; CCITT standards; open network architecture; fiber optics; bandwidth requirements; synchronization, framing, multiplexing, and line coding; microwave satellite and wireless transmission technologies and theory; T-carrier; computer interconnection; and future architectures and design considerations.

TELE 5050 Telecommunications Marketing (3)
This course focuses on marketing products and services in the regulated and nonregulated subsidiaries of telecommunications companies, including pre- and post-divestiture marketing theories; forecasting; promotion and advertising; customer training and sales; international market opportunities; importance of technical support; pricing; competition; managing the marketing program; market introduction of new technology; customer feedback; and corporate image. Prerequisite: MRKT 5000.

TELE 5220 Issues in Telecommunications Management (3)
Students examine current and significant issues in telecommunications management. 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.

Capstone Course

TELE 6000 Integrated Studies in Telecommunications Management (3)
Students explore a specific topic that has significant impact on the telecommunications industry. Topics are selected individually and approved as appropriate for graduate study. The student is expected to integrate learning from previous courses to develop a comprehensive, multidimensional study of the subject. Prerequisite: completion of all other required courses in this major.
# Master of Business Administration

**Locations**

*M.B.A. courses are offered at the following locations:*

**Continental United States**
- Andrews AFB, MD
- Beaufort, SC
- Bolling AFB, DC
- Charleston Metropolitan Campus, SC
- Colorado Springs Metropolitan Campus, CO
- Columbia Metropolitan Campus, SC
- Crystal Lake Metropolitan Campus, McHenry County, IL
- Denver Metropolitan Campus, CO
- Edwards AFB, CA
- Fairchild AFB, WA
- Fayetteville Metropolitan Campus, AR
- Fort Bliss, TX
- Fort Bragg, NC
- Fort Irwin, CA
- Fort Jackson, SC
- Fort Leavenworth (CGSC), KS
- Fort Leonard Wood, MO
- Fort Sam Houston, TX
- Fort Smith Metropolitan Campus, AR
- Fort Stewart, GA
- Great Lakes Naval Base, Lake County, IL
- Greenville Metropolitan Campus, SC
- Hunter Army Airfield, GA
- Irvine Metropolitan Campus, CA
- Jacksonville Metropolitan Campus, FL
- NAS Jacksonville, FL
- Kansas City Metropolitan Campus, MO
- Kirtland AFB, NM
- Lakeland-Brandon Metropolitan Campus, FL
- Little Rock AFB, AR
- Little Rock Metropolitan Campus, AR
- Los Angeles AFB, CA
- Louisville Metropolitan Campus, KY
- Luke AFB, AZ
- McConnell AFB, KS
- Memphis NAVSUPPACT, TN
- Merritt Island Metropolitan Campus, FL

## Program Description

The master of business administration (M.B.A.) program provides training in business for students interested in understanding the working nature of business in a competitive environment. Courses in the M.B.A. program integrate information and theories from various disciplines, including accounting, economics, finance, marketing, production operations, and strategic management. The objective of this program is to develop students into broadly educated business managers and executives who understand the nature of business as a whole, with the tools and techniques applicable to a wide variety of business situations. The capstone for the M.B.A. program gives students the chance to bring together all of the theories, skills, and tools studied during the program and integrate them into a learning experience that highlights the nature of competition and the kind of strategic maneuvering that must be done in order to succeed. Additionally, the M.B.A. core curriculum is aligned with the content areas that are specified for the new Certified M.B.A. (CMBA) examination.

The degree requires satisfactory completion of 27 credit hours of the M.B.A. curriculum and 9 credit hours of graduate electives for a total of 36 credit hours, or if an area of emphasis is selected for a total of no less than 48 credit hours. Students who require prerequisite courses may have to complete more than 36 or 48 credit hours to receive the M.B.A.

The required courses in the M.B.A. program are:

- MRKT 5000 Marketing
- MNGT 5590 Organizational Behavior
- FINC 5000 Finance
- FINC 5880 Advanced Corporate Finance
- BUSN 5760 Applied Business Statistics
- BUSN 6070 Management Accounting
- BUSN 6130 Operations and Project Management
- BUSN 6120 Managerial Economics
- BUSN 6200 Strategy and Competition

Prerequisites:

- BUSN 5000 Business
- BUSN 5600 Accounting Theory and Practice
- BUSN 5620 Current Economic Analysis

**Note:** Program prerequisites are to be completed before beginning coursework for the M.B.A. 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 36-credit-hour M.B.A.

## General Requirements

The M.B.A. degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections under Academic Policies and Procedures for policies regarding application, admission, registration, and the academic policies of Webster University. Academic policies or exceptions to policies applicable to M.B.A. students are noted under their respective general academic policies.

## Areas of Emphasis

Requirements for an area of emphasis in the M.B.A. program are identical to requirements for a major in the master of arts (M.A.) program and are outlined in the Graduate Degree Options section of this catalog.

Areas of emphasis for the M.B.A. degree are:

- Business and Organizational Security Management
- Computer Resources and Information Management
- Decision Support Systems
- Environmental Management
- Finance
- Gerontology
- Health Services Management
- Human Resources Development
- Human Resources Management
- International Business
- International Relations
- Management and Leadership
- Marketing
- Media Communications
- Procurement and Acquisitions Management
- Quality Management
- Telecommunications Management

The student should consult the Locations and the M.A. and M.B.A. Majors/Emphasis and Course Descriptions sections of this catalog for the locations where areas of emphasis are offered. Not all areas of emphasis are offered at every Webster University location.

## M.B.A. Certificate in Global Commerce

This 18-credit-hour M.B.A. certificate in global commerce combines traditional classroom courses with a series of distinctive one-credit-hour online learning modules that provide an in-depth look at current business issues in a concise, four-week format. The certificate provides students with a wide exposure to the phenomenon of globalization. The certificate has been designed to create familiarity and sensitivity to the increased complexity of operating across political and cultural boundaries. This certificate is available for any Webster University M.B.A. student, M.B.A. alumni, or an M.B.A. from another university. The certificate may be earned concurrently with an M.B.A. or post-M.B.A.

For detailed information, see the online Graduate Catalog.

## Degree Completion

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

Students who require prerequisite courses may have to complete more than the minimum of 36 credit hours to receive the M.B.A. or more than 48 credit hours for the M.B.A. with an emphasis.
Sequential M.B.A.
A student who holds an M.A., M.S., or an equivalent graduate degree from Webster University or from another regionally accredited college or university (or its international equivalent) may earn a sequential M.B.A. from Webster University.
Transfer credit may not be applied toward the sequential M.B.A., except as specified below.
These conditions apply to the student seeking the sequential M.B.A.:
The student must meet the core course requirements of the M.B.A. If the student enrolled in any of the M.B.A. core courses as electives in his or her M.A. program, 6 credit hours of those M.A. courses may be counted toward the 27 credit hours of M.B.A. core courses, thus reducing the M.B.A. core requirements to 21 credit hours. If more than 6 credit hours of the M.B.A. core courses were taken in the M.A. program, then substitutions will have to be made for those courses in order to fulfill the 21 remaining credit hours required for the M.B.A. degree.

Advancement to Candidacy for Sequential M.B.A.
Sequential M.B.A. degree-seeking students who received the M.A. or M.S. from Webster University will be advanced to candidacy with the initial registration. A student who received the master's degree from another regionally accredited institution will be advanced to candidacy on approval of the master's degree transcript.

Probation/Dismissal for Sequential M.B.A.
1. A student who receives one grade of C is placed on probation.
2. A student who receives one grade of F or two grades of C is dismissed from the program.

M.B.A. Course Descriptions
MRKT 5000 Marketing (3)
Students examine the character and importance of the marketing process, its essential functions, and the institutions exercising these functions. Course content focuses on the major policies that underlie the activities of marketing institutions and the social, economic, and political implications of such policies.

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

FINC 5000 Finance (3)
The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision-making. Prerequisites: BUSN 5600 and BUSN 5760. (FINC 5570 cannot be substituted for FINC 5000.)

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

BUSN 5760 Applied Business Statistics (3)
The student examines the application of statistical analysis, hypothesis testing, and regression analysis in business decision making. The course should focus on the utilization of statistical methods as applied to business problems and operations.

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. Prerequisite: BUSN 5620.

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

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

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

Locations (continued)
Moody AFB, GA
Myrtle Beach Metropolitan Campus, SC
North Orlando Metropolitan Campus, FL
Ocala Metropolitan Campus, FL
Ozarks Metropolitan Campus, MO
Palm Bay Campus, FL
Patrick AFB, FL
Pope AFB, NC
Rancho Palos Verdes, CA
Rolla Metropolitan Campus, MO
Salt Lake City Metropolitan Campus, UT
San Diego Metropolitan Campus, CA
Sarasota Metropolitan Campus, FL
Shaw AFB, SC
South Orlando Metropolitan Campus, FL
St. Louis, MO
Downtown Campus
Home Campus
West Port Plaza Campus
WingHaven Campus
Whiteman AFB, MO

International
Geneva, Switzerland
Hua Hin/Cha-am, Thailand
Leiden, The Netherlands
London, United Kingdom
Pague, Bermuda
Shanghai, China
Vienna, Austria
## Master of Business Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 6110</td>
<td>Operations and Project Management (3)</td>
<td></td>
<td>This is a course that focuses on the major managerial issues in manufacturing management and the tools that can be used to manage them. Special attention will be given to project management, including PERT, critical path scheduling, and time-cost models, in operations management and other business settings. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. The analytical tools covered include queuing theory, statistical quality control, linear programming, and learning curves. Where appropriate, the use of operations management techniques in service and distribution organizations will be demonstrated. Prerequisite: BUSN 5760.</td>
</tr>
<tr>
<td>BUSN 6120</td>
<td>Managerial Economics (3)</td>
<td></td>
<td>The student examines the application of microeconomic theory as applied to the managers’ responsibilities within the organization. This course should emphasize the quantitative and qualitative application of economic principles to business analysis. Prerequisites: BUSN 5620 and BUSN 5760.</td>
</tr>
<tr>
<td>BUSN 6140</td>
<td>Business Research Analysis (3)</td>
<td></td>
<td>The student examines the application of the tools and methods of research to management problems. The course focuses on the nature of research; the use of research in decision making; decision making; research concepts and methods for the collection, analysis, and interpretation of data from surveys, experiments, and observational studies; and the evaluation, use, and presentation of research findings.</td>
</tr>
<tr>
<td>BUSN 6150</td>
<td>Business Communications and Technology (3)</td>
<td></td>
<td>The student examines the methods, protocol, and appropriateness of various forms of communication for business decision making, which include written, oral, networking, teleconferencing, e-mail, and other modern methods of communication that are required in today’s business world. The course should include all types of communications the student needs to operate in the national and international aspects of business, including sales promotions and financial promotions, as well as computer networking within the business structure.</td>
</tr>
<tr>
<td>BUSN 6200</td>
<td>Strategy and Competition (3)</td>
<td></td>
<td>The student examines the conceptual and practical aspects of business policies and policy decision making by utilizing all the concepts, theories, and tools that were presented in the previous courses. The student should be able to analyze and recommend a comprehensive and workable approach to the situation. The course should cover current business issues and developments. Prerequisites: completion of all other required courses in the M.B.A.</td>
</tr>
</tbody>
</table>
Doctor of Management

Program Description
The doctor of management (D.Mgt.) degree is designed for professional individuals who are seeking management knowledge and skills beyond the master's degree level. Coursework, research, and projects enable the student to develop the proficiency to understand organizational leadership and change from the view of the general manager.

The following are required courses in the D.Mgt. program:

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

General Requirements
The D.Mgt. degree requires satisfactory completion of the following: 33 credit hours of coursework, a written qualifying examination, and a 9-credit-hour doctoral project that emphasizes a problem-solving approach to a management problem.

Prerequisites for Admission
Application to the D.Mgt. program requires documentation of the following:

1. A master's degree in a management-related field, such as business, economics, management, health services management, or an M.B.A. degree.
2. Superior academic ability at the graduate level.
3. A minimum of three years of management experience.

Admission
Applicants to the D.Mgt. program are accepted annually. The applicant will submit the following credentials to the director of the D.Mgt. program:

1. A D.Mgt. application form, including a statement summarizing how the doctorate will advance the student's career goals and personal objectives.
2. Official transcripts of all undergraduate and graduate coursework. These transcripts must be sent directly to the director of the D.Mgt. degree program from the issuing institution. Webster University graduates must request that transcripts be sent directly to the director of the D.Mgt. degree program. No "Issued to Student" transcripts will be accepted. An English translation must be included if the transcripts are from a foreign institution.
3. A current résumé. A list of publications, monographs, and other applicable works should be attached.
4. At least three letters of recommendation from faculty and/or associates.
5. A $125 nonrefundable application fee (waived for Webster University graduates).

A student who has not completed at least one doctoral-level course at Webster University within one year from the date of admission must reapply for admission to the D.Mgt. degree program. This student must be selected again by the admission committee before enrolling in a doctoral-level course.

Students should consult the Tuition, Fees, and Refunds section for information regarding tuition, fees, tuition payments, tuition refunds, financial aid, and V.A. educational benefits.

International Student Admission
International applicants should consult the Admission for International Students section, listed under Academic Policies and Procedures, for credentials required to complete an application for admission. International students must be accepted by the University as well as accepted into the D.Mgt. program.

Applicant Selection
After initial screening by the admission committee, a member of the committee will interview the qualified applicant and forward a recommendation to the full committee. The admission committee will review the applicant's credentials. Final action will determine either admission or nonadmission. The University's decision will be communicated in writing. Upon acceptance, a nonrefundable deposit of $150 is required.

Nonadmission: The applicant will be notified of nonadmission by the program director. Admission may be delayed because enrollment is limited.

Transfer of Credit
At the time of admission, the admission committee will determine coursework acceptable for transfer into the D.Mgt. program.

A maximum of 6 credit hours may be transferred into the doctoral program. This coursework must be equivalent to required courses in the D.Mgt. program.

Coursework that has been applied toward the completion of a degree and reading courses or courses completed by independent or directed study cannot be transferred into a D.Mgt. program.

Academic Probation and Dismissal
Students accepted into this program are expected to perform academically at a doctoral level. Students who fail to perform at this level are subject to the following:

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

Location
The doctor of management (D.Mgt.) is offered at the following location:
Continental United States
St. Louis, MO
Home Campus
Doctor of Management

Comprehensive Examination
The comprehensive examination is administered in January of each year. To be eligible to take the exam, the student must have completed all six courses in the First Cluster (DMGT 7300, 7330, 7450, 7500, 7520, and 7750). No student with a grade of F or I in a First Cluster course will be allowed to take the comprehensive examination. If a student fails to pass the comprehensive examination, a retest will be given in February, or the student may wait until the following January. Special or individual retests are not allowed. A student who fails to pass the comprehensive examination a second time is dismissed from the program. A student cannot take the Second Cluster (DMGT 7350, 7370) or Third Cluster courses (DMGT 7140, 7160, and 7180) until the comprehensive examination is completed.

Advancement to Candidacy
The student is advanced to candidacy following successful completion of the written examination and after the faculty has approved the project proposal. Information on the format and requirements for the doctoral project is available in the doctoral student handbook, which can be obtained from the program director.

Degree Completion
Upon completion of a successful defense of the doctoral project, as reviewed by the student’s project committee, the committee will recommend to the Dean of the School of Business and Technology that the student be awarded the D.Mgt. degree. As of June 1, 1992, students who enter the program must complete all degree requirements within five years after completion of their initial D.Mgt. course. A student may apply to the D.Mgt. program director for a maximum of two (2) one-year extensions of the five-year time limit for completion of the D.Mgt.

A student may apply to the D.Mgt. 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 D.Mgt. courses.

Course Descriptions

DMGT 7140 Statistical Analysis (3)
Introduces the student to topics in statistical analysis as a preparation for the research courses and their work on the doctoral project. The focus of topic consideration will be data analysis for research applications. Topics include: hypothesis testing and confidence intervals, correlation, simple linear regression, and multiple regression. As time permits, other discretionary topics may be included such as: path models, discriminant analysis, and structural equations modeling.

DMGT 7160 Quantitative Research Methods (3)
Introduces the student to the traditional research design and methodology approaches as they apply to organizational research. Topics include hypothesis formulation, research design, sampling methods, statistical methods, statistical and judgmental inference, and research reporting. Students will develop a research design proposal.

DMGT 7180 Qualitative Research Methods (3)
Introduces the student to qualitative methods and designs in the context of organizational research. Particular attention is given to the indications for qualitative methods and designs, such as research history of the topic and the nature of the topic. Students will be exposed to several models of qualitative methods and designs, including: case studies, qualitative software, and program evaluation. Students will be expected to develop a qualitative research design proposal.

DMGT 7300 Management Systems Redesign (3)
Features a seminar exploration of conceptual frameworks for understanding the redesign of management systems. Students begin with the concept of bureaucracy and follow the evolution of design perspectives with special emphasis on the paradigm developed by Lawrence and Lorsch. Alternative conceptual frameworks are discussed, and contemporary experiments with boundaryless organizations, teams, lateral organizations, and re-engineering are explored. The seminar concludes with a review of leadership in organizational decision making.

DMGT 7330 Managing in the Global Marketplace (3)
Explores global issues confronting the twenty-first century manager. Topics include: impact of culture on management of the global organization, commercial implications of the new regionalism, product and services marketing in the global marketplace, and countertrade.

DMGT 7350 Topics in Technology (3)
Examines the principles of managing technology. Students review the skills necessary to manage technology and review emerging technologies destined to dominate markets of the twenty-first century. The international dimensions of technology management receive special emphasis.

DMGT 7370 Topics in Leadership (1-3)
Features rotating topics that emphasize various elements of managerial leadership and organizational change. The seminars may be offered as 3-credit-hour courses, or as 1-credit-hour courses.

DMGT 7450 Strategic Management (3)
Examines how companies create and sustain competitive advantage. This involves both an understanding of the industry, product-market positioning, the strengths and weaknesses of rival firms, and an internal analysis in order to craft the appropriate strategic response. Strategic responses vary from direct attacks to end-run tactics intended to avoid confrontation against a stronger opponent. Diversification, joint ventures, and strategic alliances in a global environment are discussed. The course relies on case studies as well as empirical research to help prepare students for their own research project.

DMGT 7500 Leadership (3)
Traces the evolution of leadership thought. Primary focus is given to the contingency theories of leadership to provide students with an understanding of the roles of leader and follower in a contextual situation. Students also explore transformational, charismatic, and visionary leadership.

DMGT 7520 Organizational Development and Change (3)
Provides an overview of organizational development with an emphasis on planned change. Students explore major interventions: human process, technology, human resource management, and strategic. Organizational development interventions are evaluated with special emphasis on modifications for international settings.

DMGT 7750 Advanced Topics in Organizational Behavior (3)
This course presents individual and group processes involved in organizational relationships. It deals with motivation, attitudes, learning theory, group and team behavior, group conflict and conflict resolution, stress, communication, leadership, and job design and satisfaction.

DMGT 8000 Doctoral Project (9)
The student completes the doctoral research project, which demonstrates the student’s ability to design and conduct research on a management or organizational problem. Emphasizes a problem-solving approach to a business or management problem. Prerequisites: completion of all other doctoral courses and approval by the director of the doctoral program.
School of Communications

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

Mission Statement

The School of Communications faculty are professional media educators, practitioners, and theorists. Our mission, and the mission of our School, is to promote professional excellence in communication fields. We build on the liberal arts environment of the University as a solid foundation, and we're committed to:

• teaching current and emerging theoretical, technical, creative, and managerial aspects of communications;
• creating an awareness of the aesthetic, historical, social, ethical, and global aspects of communications;
• preparing students who, as future industry leaders, professionals, and knowledgeable consumers, will improve all aspects of communication;
• engaging students in their future professions in communication areas through educational opportunities, field experiences, and interaction with professionals;
• encouraging students to be lifelong learners of evolving technologies in this rapidly changing field of study.
Program Description
The media communications degree is for students who have both an interest and background in communications. Students may choose to earn a master of arts (M.A.) in general media communications or an M.A. in media communications with one of the following areas of emphasis: advertising and marketing communications, public relations, communications management, or media literacy. Selection of an emphasis area is optional and is recommended only for students with interests in one of these specific programs of study.

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

Program Curriculum
M.A. in Media Communications without an Emphasis
The 36 credit hours required for the M.A. degree without an emphasis must include the following courses (21 credit hours):

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

In addition to the seven core courses, the student can choose elective courses offered in the media communications major and/or from the program curricula of other majors, if appropriate and approved.

MEDC 5000 Media Communications is the prerequisite course in the media communications program, examining communications theory and its application in mass media as well as introducing students to the graduate program, describing program expectations, and discussing 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.

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.

Special Study Opportunities
Master of business administration (M.B.A.) students may elect an area of emphasis in media communications or communications management. Students are required to complete the program curriculum for the emphasis in media communications and the degree requirements for the M.B.A. for a total of no less than 48 credit hours. Students who require prerequisite courses may have to complete more than the 48 credit hours to receive the M.B.A. with an emphasis in media communications.

Advertising and Marketing Communications
Students choosing this emphasis may focus on either advertising or marketing communications or both, and must have a minimum of 6 credit hours of undergraduate coursework in advertising and marketing communications.

The course of study for media communications students with an emphasis in advertising and marketing communications is as follows:

Core Courses (21 credit hours)
- MEDC 5000 Media Communications (Requisite Course)
- MEDC 5310 Media and Culture
- MRKT 5940 Promotional Management
- MEDC 5321 Advertising Decision-Making
- MEDC 5350 Media Organization and Regulations
- MEDC 5400 Media Production Management
- MEDC 6000 Seminar in Media Communications

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

- MEDC 5300 Strategic Communications
- MEDC 5301 Marketing Communications: Sales Promotion
- MEDC 5302 Marketing Communications: Product Publicity
- MEDC 5303 Marketing Communications: Merchandising and Point-of-Purchase Advertising
- MEDC 5304 Marketing Communications: Direct
- MEDC 5305 Marketing Communications: Business-to-Business
- MEDC 5322 Public Communications: Public Relations
- MEDC 5341 Writing for Media Communications: Advertising
- MEDC 5360 International Communications
- MEDC 5340 Media Communications Technology
- MEDC 5440 Media Buying and Market Analysis
- MEDC 5460 Media Research
- MEDC 5500 Professional Seminars
- MEDC 5501 Creative Planning and Strategy in Advertising
- MEDC 5502 Multinational Advertising
- MEDC 5600 Introduction to Interactive Communications
- MEDC 5650 Special Topics in Interactive Media
- MRKT 5000 Marketing
Media Communications

School of Communications
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MRKT 5950 Consumer Behavior
ADVT 4200 Media Planning, Buying, and Selling

Communications Management
This emphasis is appropriate for students working in any communications-related field, who are seeking to advance to a position with broader managerial responsibilities. Students in this emphasis need a strong educational or professional background. A student may be required to take 6 hours of undergraduate coursework, as determined by an academic advisor.

This emphasis is also available online. Online courses require excellent organizational skills, self-direction, and motivation to master the challenges of this new learning environment.

The course of study for media communications students with an emphasis in communications management is as follows:

Core Courses (21 credit hours)
MEDC 5000 Media Communications (Requisite Course)
MEDC 5300 Strategic Communications
MEDC 5310 Media and Culture
MEDC 5323 Public Communications: Organizational Communications
MEDC 5350 Media Organization and Regulations
MEDC 5400 Media Production Management
MEDC 6000 Seminar in Media Communications

Emphasis Courses
A minimum of 15 credit hours must be completed from the following:
BUSN 5000 Business
BUSN 5680 Issues in Business: Project Management
MNGT 5000 Management
MEDC 5322 Public Communications: Public Relations
MEDC 5360 International Communications
MEDC 5430 Media Communications Technology
MEDC 5451 Stakeholder Management: Financial Communications
MEDC 5452 Stakeholder Management: Government Communications
MEDC 5453 Stakeholder Management: Non-Profit Communications
MEDC 5460 Media Research
MEDC 5465 Crisis Management Communications
MEDC 5500 Professional Seminars
MEDC 5600 Introduction to Interactive Communications
MEDC 5650 Special Topics in Interactive Media
HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development
HRMG 5000 Managing Human Resources
INTB 5650 International Business Management
MRKT 5000 Marketing
PBRL 4190 Public Relations Research

Media Literacy
The emphasis 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 emphasis examines the cultural, political, and economic context of media, which affects media programming. The media literacy emphasis focuses on research strategies for the systematic analysis of content and provides opportunities for fieldwork experiences in different sectors, including education, community, professional, and media arts. In the case of media communicators, the media literacy emphasis facilitates the ability to produce effective and responsible media messages. Finally, students in the master of arts in teaching (M.A.T.) program may apply specific courses from the following list toward an emphasis in media literacy.

The course of study for media communications students with an emphasis in media literacy is as follows:

Core Courses (24 credit hours)
MEDC 5000 Media Communications (Requisite Course)
MEDC 5310 Media and Culture
MEDC 5350 Media Organization and Regulations
MEDC 5360 International Communications
MEDC 5460 Media Research: Media Literacy
MEDC 5480 Comparative Approaches to Media Literacy
MEDC 5981 Integrated Studies in Media Literacy
MEDC 6000 Seminar in Media Communications

Emphasis Courses
A minimum of 12 credit hours must be completed from the following with no more than 6 credit hours from the 4000-level coursework:
MEDC 4220 Genre Studies
MEDC 4420 Patterns of Media Ownership
MEDC 5250 Visual Communications in the Media
MEDC 5331 Media Communications Production: Video (3–6 credit hours)
MEDC 5985 Media Literacy Fieldwork
PSYC 4500 Methods of Research
JOUR 4500 Media Criticism for Publication
COMM 5340 Language Arts Seminars
COMM 5440 Integrated Language Arts
COMM 5460 Curriculum Design

Public Relations
Students choosing this emphasis must have a minimum of 6 credit hours of undergraduate coursework in public relations or three years of applied experience to be determined by an academic advisor.

The course of study for media communications students with an emphasis in public relations is as follows:

Core Courses (21 credit hours)
MEDC 5000 Media Communications (Requisite Course)
MEDC 5310 Media and Culture
MEDC 5322 Public Communications: Public Relations
MEDC 5342 Writing for Media Communications: Public Relations or MEDC 5344 Writing for Media Communications: Speechwriting
MEDC 5350 Media Organization and Regulations
MEDC 5360 International Communications
MEDC 6000 Seminar in Media Communications

Emphasis Courses
A minimum of 15 credit hours must be completed from the following:
MEDC 5300 Strategic Communications
MEDC 5321 Advertising Decision-Making
MEDC 5323 Public Communications: Organizational Communications
MEDC 5342 Writing for Media Communications: Public Relations
MEDC 5343 Writing for Media Communications: Scriptwriting
MEDC 5344 Writing for Media Communications: Speechwriting
MEDC 5345 Writing for Media Communications: Journalism
MEDC 5400 Media Production Management
MEDC 5430 Media Communications Technology
MEDC 5451 Stakeholder Management: Financial Communications
MEDC 5452 Stakeholder Management: Government Communications
MEDC 5453 Stakeholder Management: Non-Profit Communications
MEDC 5460 Media Research
MEDC 5465 Crisis Management Communications
MEDC 5500 Professional Seminars
MEDC 5600 Introduction to Interactive Communications
MEDC 5650 Special Topics in Interactive Media
HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development
HRMG 5000 Managing Human Resources
INTB 5650 International Business Management
MRKT 5000 Marketing
PBRL 4190 Public Relations Research
PBRL 4800 Media Relations
Media Communications

Course Descriptions

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

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

MEDC 5250 Visual Communication in the Media (3)
One of the major revolutions in contemporary communication has been the development of visual genres to carry information that cannot be carried easily by printed media or radio broadcast. Students examine the development of the documentary film, photojournalism, television, and interactive media, with particular attention to the impact these have had on other media, in terms of both form and content. Emphasis is on the criteria for critical evaluation of each genre in the light of its particular history and development. Prerequisite: MEDC 5000 Media Communications.

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

MEDC 5300 Strategic Communications
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 Media Communications.

MEDC 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. Prerequisite: MRKT 5940 Promotional Management.

MEDC 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: MRKT 5940 Promotional Management.

MEDC 5303 Marketing Communications: Merchandising and Point-of-Purchase Advertising (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: MRKT 5940 Promotional Management.

MEDC 5304 Marketing Communications: Direct (3)
Students are introduced to the theories and techniques employed in direct-response marketing, including development, execution, and analysis of a direct mail campaign and exposure to related media such as print, broadcast, catalog, and telemarketing. The course also explores the role of new media, such as the Internet, in direct-response marketing. Prerequisite: MRKT 5940 Promotional Management.

MEDC 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: MRKT 5940 Promotional Management.

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. Students focus on media literacy as a systematic way of deciphering media messages. The course considers the functions of mass media in society and the effect on the individual. Prerequisite: MEDC 5000 Media Communications.

MEDC 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: a minimum of 6 credit hours of undergraduate coursework in advertising theory or professional experience or MRKT 5940 Promotional Management.

MEDC 5322 Public Communications: Public Relations (3)
This course integrates communications strategy with organizational mission statements, demonstrates stakeholder and issues management techniques, and considers ethical dilemmas in public relations situations. Public relations cases are examined in order to learn effective strategic and tactical answers to public-perception problems and opportunities. Prerequisite: MEDC 5000 Media Communications.

MEDC 5323 Public Communications: Organizational Communications (3)
This course considers the relationship of organizational mission, employee values, organizational cultures, and motivation. Both formal and informal communication networks are studied as they pertain to appropriate use of media to communicate with employees or volunteers. Students examine case studies showing proactive employee information efforts. Prerequisite: MEDC 5000 Media Communications.

MEDC 5331 Media Communications Production: Video (3-6)
Managers of media communications often need to produce or manage the production of video presentations. This course employs 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 management strategies. Prerequisite: MEDC 5000 Media Communications.
Media Communications

MEDC 5322 Media Communications Production: Graphics (6)
This course is composed of two elements. First, the student is introduced to the prepress environment, which includes the production process, the current utilization of offset lithography in conjunction with advanced digital technology, and the production controls necessary for timely development of printed materials. The second element of the class is a hands-on production deployment of a prepress project using advanced print-ready techniques. The course will analyze the use of color, budget impacts, and new advances in printing and information distribution technology. Prerequisite: MEDC 5000 Media Communications.

MEDC 5341 Writing for Media Communications: 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 Media Communications.

MEDC 5342 Writing for Media Communications: Public Relations (3)
This course applies public relations strategies and theories to writing for specific stakeholder audiences in a variety of complex public relations situations. Various persuasive techniques are applied to specific target audience needs, as indicated by audience analysis. Students examine professional copy and produce their own advanced public relations writing for inclusion in their portfolios. Topics include white papers, financial public relations writing, crisis communications, news releases, etc. Prerequisite: Prerequisites: MEDC 5000 Media Communications and MEDC 5322 Public Communications: Public Relations.

MEDC 5343 Writing for Media Communications: Scriptwriting (3)
This course helps students develop several styles of nonfiction video, scriptwriting for broadcast and non-broadcast media, including corporate scriptwriting, news-feature writing, and documentary-style scripting. Prerequisite: MEDC 5000 Media Communications.

MEDC 5344 Writing for Media Communications: Speechwriting (3)
Students review and create organizational and business speeches, with special emphasis on assessing the audience, incorporating the organizational mission, researching the speech, and writing for the ear. Prerequisites: MEDC 5000 Media Communications and MEDC 5322 Public Communications: Public Relations.

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. Prerequisite: MEDC 5000 Media Communications.

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 Writing for Media Communications: Journalism. Prerequisite: MEDC 5000 Media Communications.

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

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

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 Media Organization and Regulations. Prerequisite: MEDC 5000 Media Communications.

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.

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

MEDC 5390 Practicum (3)
Students undertake, with the supervision of a qualified professional, an approved internship in a media-related setting. The work experience involves professional media duties. The academic experience involves attendance at seminars and written work. The outline of duties and evaluative methods are established by the student and the internship mentor and approved by the mentor prior to initiation of the program. Prerequisite: completion of at least 21 credit hours in the M.A. in media communications program, including MEDC 5000 Media Communications, meeting program criteria, and permission of the internship coordinator.

MEDC 5400 Media Production Management (3)
This course exposes the student to the principles of management, planning, and execution of media-oriented activities and events. The student examines the role and functions of the producer of media-oriented events: pre-production organization and research; proposal and grant writing; copyright laws; union regulations; budgeting; and staff, crew, and talent coordination. Prerequisite: MEDC 5000 Media Communications.

MEDC 5401 Media Production Management: Interactive (3)
This course will prepare students to manage the variety of disciplines involved in the development and production of interactive media. Students will learn to manage projects from the concept and script, video, audio, and screen design to programming and testing. Budgeting, invoicing, scheduling, flowcharting, treatment, presentation, and delivery platforms will be examined. Prerequisites: MEDC 5000 Media Communications, MEDC 5600 Introduction to Interactive Communications, and MEDC 5615 New Media Tools, or permission of the program coordinator.
Media Communications

MEDC 5430 Media Communications Technology (3)
The student explores new technologies in mass communications and
the choices that these technologies present in the area of media com-
munications. Course content focuses on the impact of interactive video,
computers, and videotext on business and government and the increas-
ing reliance on the management and communication of information.
Prerequisite: MEDC 5000 Media Communications.

MEDC 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. Topics included are
ratings for electronic media, circulation of print media, and techniques for
evaluating inter-media plans as part of marketing and advertising strate-
gies. Prerequisite: MEDC 5321 Advertising Decision-Making.

MEDC 5451 Stakeholder Management: Financial Communications (3)
This course addresses the specific communication requirements of
the financial stakeholder audience, including discussion of legal commu-
nication requirements, annual reports, annual meetings, analyst meet-
ings, analyst information programs, and shareowner communications.
Prerequisites: MEDC 5000 Media Communications and MEDC 5322
Public Communications: Public Relations.

MEDC 5452 Stakeholder Management: Government
Communications (3)
This course focuses on managing public relations strategies and tactics
used in conducting public affairs, lobbying efforts, political campaign-
ing, and government public information functions. Prerequisites:
MEDC 5000 Media Communications and MEDC 5322 Public
Communications: Public Relations.

MEDC 5453 Stakeholder Management: Non-Profit
Communications (3)
This course addresses the specific public relations strategies needed
to effectively manage the communications function within the non-
profit sector of organizations. The challenges of meeting the commu-
nunication needs of volunteers and donors will be addressed as well as
fund-raising communication techniques. Prerequisites: MEDC 5000
Media Communications and MEDC 5322 Public Communications:
Public Relations.

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

MEDC 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 appropri-
ate media in addressing crisis communication needs are studied. Prerequisites:
MEDC 5000 Media Communication and MEDC 5322 Public
Communications: Public Relations or PBRL 4800 Media Relations.

MEDC 5480 Comparative Approaches to Media Literacy
This course offers an in-depth study in the field of media literacy focusing
on approaches to the study of media literacy, including Nonverbal,
Mythic, Socratic, Ideological, AutoBiographical, and Production.
Students will consider various aspects of the field of media literacy
including international approaches/developments in the field: media
literacy sectors (education, production, public policy, community) and
assessment strategies. Students assume responsibility for a major project
or paper. Prerequisite: MEDC 5000 Media Communications.

MEDC 5500 Professional Seminars (1-3)
Students may supplement the core and elective courses in media com-
munications with professional seminars designed to examine contem-
porary issues in this field. Course may be repeated for credit if content
differs. Graduate students may apply to substitute 3 seminar credit hours
for one emphasis course.

MEDC 5501 Creative Planning and Strategy in Advertising (3)
This course emphasizes the important 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 Media Communications and
MEDC 5321 Advertising Decision-Making.

MEDC 5502 Multinational Advertising (3)
This course focuses on the major components in the process of develop-
ing 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: MEDC 5321 Advertising
Decision-Making.

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

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

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

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

MEDC 5630 Visual Design for Interactive Communications (3)
Integration of traditional commercial art techniques into dynamic inter-
active modules is the focus of this course. Proper visual cues for response,

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efficient use of color, and logical design of decision points are examined in detail. Still-frame images from live video are used in combination with graphic design. Human factor issues in the development of interactive media are analyzed. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications or permission of the program coordinator.

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

MEDC 5640 Interactive Programming (3)
The multitude of programming platforms is investigated, reviewed, and their many uses discussed. Advantages, disadvantages, and suitability for particular markets (i.e., consumer, industrial, educational, remote link) are examined in detail. Prerequisites: MEDC 5000 Media Communications and MEDC 5600 Introduction to Interactive Communications or permission of instructor.

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

MEDC 5690 Interactive Project Management (6)
The interactive project represents the integration and implementation of all previous interactive courses for the emphasis student. This project is composed of two elements: the interactive project itself, and the planning and production documents associated with the project. The project culminates in a demonstration and presentation to the project review faculty. Prerequisites: MEDC 5000 Media Communications and permission of the program coordinator.

MEDC 5770 Multinational Public Relations (3)
This course focuses on the challenges and opportunities in public relations in a global environment. Students will analyze case histories from both U.S.-based multinational companies and non-U.S. multinationals. Study also will be directed toward differences in cultures and audiences on each continent. Special attention will be 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 will be examined. Review of major worldwide media will be included. Students will develop global public relations strategies and communication plans. Prerequisites: MEDC 5000 Media Communications and MEDC 5322 Public Communications: Public Relations.

MEDC 5981 Integrated Studies in Media Literacy (3)
An in-depth study in the field of media literacy. Students will examine a variety of approaches to the discipline, as well as consider issues related to the field of media literacy. Students will assume responsibility for a major project or paper. Prerequisite: MEDC 5000 Media Communications.

MEDC 5985 Media Literacy Fieldwork (3)
This course provides students with the opportunity to apply media literacy principles through fieldwork at one of a number of sites including schools, retirement centers, parent-teacher organizations, and businesses. Under the direction of the instructor, students will assume responsibility for program initiation, development, implementation, and evaluation. Prerequisites: MEDC 5000 Media Communications, MEDC 5480 Comparative Approaches to Media Literacy, and permission of instructor. May be repeated once for credit.

MEDC 6000 Seminar in Media Communications (3)
In this course, students synthesize and integrate the learning experiences acquired in all previous media communications courses and research current topics relative to production of a thesis document. Also, current topics in media communications are shared in a seminar setting. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.

MEDC 6250 Thesis Project in Media Communications (3-6)
The student will synthesize and integrate the learning experiences from all previous media communications courses and research a specific topic to complete a thesis project relevant to the major. Techniques used to accomplish these goals may vary and must be summarized in a written project proposal. Prerequisite: completion of all other graduate courses and approval by the Director of Graduate Studies and the Dean of the School of Communications.
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. The Knowledgeable Learner: Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
2. The Informed Instructor: Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
3. The Reflective Collaborator: Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
4. The Responsive Educator: Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

Dispositions are the values and commitments that support the School of Education goals and demonstrate professional growth.

1. Understands and Respects Self
2. Understands and Respects Others
3. Understands and Respects Professional Communities
Program Description

The communication arts master of arts in teaching (M.A.T.) 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 earn state certification, explore career alternatives, and enhance their professional standing.

Communication arts majors choose one of 11 emphasis areas:
- aesthetic education
- educational technology
- foreign languages and literatures
- general communications
- inclusive education
- language arts—elementary
- language arts—secondary
- reading
- storytelling and creative drama
- teaching English as a foreign language
- teaching English as a second language

Requirements

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

- COMM 5260 Oral Communication 2 hours
- COMM 5270 Visual Communication 2 hours
- COMM 5280 Written Communication 2 hours
- COMM 5460 Curriculum Design or COMM 5800 Applied Research 3 hours

In addition to the above requirements, students select a minimum of 12 credit hours of coursework deemed appropriate for a specialty area. Thus, 21 of the 33 credit hours required for the degree must include the 9 credit hours of core courses and 12 credit hours of coursework in the emphasis area.

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 packages. Emphasis areas and suggested courses within the communication arts M.A.T. are outlined below.

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

Emphasis in Aesthetic Education

The aesthetic education emphasis developed out of Webster's conviction that experiences and learning in the arts are organizing frameworks for liberal education and modern life. The program is designed to develop teachers' skills, theoretical understanding, and creativity while they learn to integrate the arts into the daily classroom curriculum. In addition to the 9 credit hours of communication arts M.A.T. requirements, 12 credit hours of appropriate coursework are required.

Emphasis in Educational Technology

In addition to the 9 credit hours of communication arts M.A.T. requirements, 12 credit hours, using at least two different course numbers from the following courses, are required:

- EDTC 5100 Teaching with Technology: Methods and Materials 2-3 hours
- EDTC 5250 Programming Languages (any topic) 3 hours
- EDTC 5290 Media Applications (any topic) 2-3 hours
- EDTC 5330 Theoretical Perspectives (any topic) 2-3 hours
- EDTC 5560 Internet Applications (any topic) 2-3 hours
- EDTC 5630 Advanced Topics in Classroom Technologies (any topic) 2-3 hours

Communication Arts and Initial Teacher Certification (Missouri)

Communication arts majors may enroll concurrently in coursework required for a Missouri teaching certificate in elementary, middle school, or secondary education. Students should contact their faculty advisor for a program of study in communication arts designed especially for certification seeking students. For more information on the requirements for Missouri teacher certification, please contact the Webster University Office of Teacher Certification. Please note: Teacher certification programs are only available at the Webster University main campus (St. Louis, Missouri).

Emphasis in Foreign Languages and Literatures

The foreign languages and literatures emphasis provides students with the opportunity to improve their listening comprehension, reading, writing, and oral skills in content-oriented courses in French and Spanish taught at the advanced level. French and Spanish courses are offered in rotation in a variety of formats and content.

Although the classes cover different periods and genres of French, Spanish, and Latin American literatures, the focus of the program is on oral communication and a deep understanding and appreciation of the foreign language and culture.

In addition to the 9 credit hours of communication arts M.A.T. requirements, French and Spanish students must take a minimum of 12 credit hours of appropriate coursework in the language of their emphasis.

- FRLG 5120 Advanced Foreign Language Skills 3 hours
- FRLG 5130 Advanced Listening and Discussion Skills in Foreign Languages 3 hours
- FRLG 5170 Advanced Foreign Language Seminars 3 hours

Locations

All M.A.T. courses are offered at the home campus in St. Louis. Selected courses are available online (Internet).
Communcation Arts

FRLG 5180 Methods of Teaching Foreign Languages (may be substituted for Curriculum Design or Applied Research) 3-4 hours
FRLG 5210 In-Service Education: Advanced Conversational Weekend—French or Spanish 1 hour
Candidates for this emphasis must be approved by the Department of Foreign Languages and Literatures.

Emphasis in General Communication Arts

The general communications emphasis is individualized for the professional seeking flexibility in designing a master's degree. Options for earning credit exist in coursework, independent projects, and practica. The general communications degree is designed by the student and faculty advisor. Missouri State Certification is an option in specialized areas of elementary, middle, and secondary education. In addition to the 9 credit hours of communication arts M.A.T. requirements, 12 credit hours of appropriate coursework are required.

Emphasis in Inclusive Education

The emphasis in inclusive education is designed to provide classroom teachers and regular and special educators at the preschool, 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 9 credit hours of communication arts M.A.T. requirements, students must complete at least 9 credit hours of appropriate coursework related to inclusive education.

See special education course listings for the emphasis area requirements and course descriptions.

Emphasis in Language Arts

The language arts emphasis provides the opportunity for intensive exploration of written, oral, dramatic, and visual forms of communication. Knowledge of content and a theoretical background in language arts enable teachers to communicate effectively. Students are encouraged to experiment with various communicative and creative forms and become familiar with curricula concepts which facilitate student-oriented approaches to learning. Students desiring to specialize in elementary or secondary language arts should design a formal program of study with their advisor. In addition to the 9 credit hours of communication arts M.A.T. requirements, 12 credit hours of appropriate coursework are required.

Emphasis in Media Literacy

The media literacy emphasis is designed to provide teachers with the ability to access, understand, analyze, evaluate, and create media messages on television, the Internet and other technologies. By helping the teachers interpret the many messages we receive each day through these sources, we expect these teachers to help future generations of students do the same. In essence, the media literate teacher will apply the same thinking skills used in reading, writing, speaking and critical analysis to the media, and ultimately integrate these skills into the classroom to be used by students.

In addition to the 9 credit hours of communication arts M.A.T. requirements, students pursuing this emphasis may choose 12 credit hours from the following courses:

MEDC 5310 Media and Culture* 3 hours

Communcation Arts

COMM 5340/EDTC 5190 Language Arts Seminar/Topics in Classroom Media:
- Media Literacy—Children Working with Visual Information 3 hours
- MEDC 5480 Comparative Approaches to Media Literacy 3 hours
- COMM 5540 Integrated Language Arts 3 hours
- EDTC 5750/COMM 5750 Special Institute: Media Education—Curriculum and Methodology 3 hours
- MEDC 5981 Integrated Studies in Media Literacy 3 hours (*required)

Emphasis in Reading

The reading emphasis allows educators to master teaching and assessment necessary in guiding students to develop proficiency and fluency in reading. Webster University emphasizes individualized, practical graduate education for teachers that has direct application to the classroom. The reading emphasis (K-12) continues to focus on practical skills while providing the opportunity for professional advancement through state certification. Selected courses for the M.A.T. may count for certification. In addition to the 9 credit hours of communication arts M.A.T. requirements, 12 credit hours of appropriate coursework in reading are required.

Students choose 12 credit hours from the following courses:

COMM 5050 Community College Reading/ABE/ESOL 3 hours
COMM 5188 Comprehension Strategies 2-3 hours
COMM 5490 Seminars in Reading Instruction 2-3 hours
COMM 5777 Literacy Coaching 3 hours
COMM 5820 Foundations in Reading Instruction 2-3 hours
COMM 5830 Emergent Literacy 2-3 hours
COMM 5840 Reading and Writing as Cognitive Processes 2-3 hours
COMM 5850 Reading and Literature Study Groups 2-3 hours
COMM 5860 Review of Reading Research 3 hours
COMM 5870 Supervision of Reading Programs 3 hours
COMM 5880 Survey Reading Course for Secondary Teachers 3 hours
COMM 5900 Reading Seminars 1-3 hours
COMM 5910 Investigations in Reading, Primary 3 hours
COMM 5920 Teaching Reading in Content Fields 2-3 hours
COMM 5930 Investigations in Reading, Intermediate 2-3 hours
COMM 5940 Investigations in Reading, Grades 7-12 2-3 hours
COMM 5950 Diagnosis and Correction of Reading Problems 3 hours
COMM 5960 Personalized Reading Instruction 2-3 hours

Remedial Reading Certification

A valid Missouri teacher's certificate, two years of classroom teaching experience, and the following listed courses are needed before certification can be granted in remedial reading. State certification is optional and issued through Missouri's Department of Elementary and Secondary Education.

- Child Psychology 2-3 hours
- Adolescent Psychology 2-3 hours
- Psychology of the Exceptional Child 2-3 hours
- Behavior Management Techniques 2-3 hours
- Counseling Techniques 2-3 hours
- Teaching of Reading Methods 9 hours
- Diagnosis and Correction of Reading Problems 3 hours
- Language Development for the Exceptional Child, or Language Acquisition and Development 2-3 hours
- Psychoeducational Assessment, or Evaluation of Abilities and Achievement 2-3 hours
- Practicum in Diagnosis of Reading Difficulties 3 hours
- Practicum in Remediation of Reading Difficulties 3 hours
Communication Arts

Students interested in pursuing any certification should have their transcripts evaluated upon admission by the Webster University Certification Office. A reading faculty member will then serve as your advisor.

Emphasis in Storytelling and Creative Drama
The performing arts emphasis helps students develop writing and reading skills through the performing arts: storytelling, oral interpretation, reader’s theatre, story theatre, creative drama, puppetry, movement, and music. Courses in these subjects are offered in rotation and taught in a variety of formats.

Courses fulfilling requirements for this emphasis draw on content from many kinds of literature—poetry, folklore, tall tales, legends, history, mythology, saga, ballads, and stories from operas. Students in the emphasis become active participants in writing-reading processes that lead to original works incorporating the performing arts. Students who choose this emphasis design a formal program of study with an advisor. Fieldwork will be a component of the program requirement. In addition to the 9 credit hours of communication arts M.A.T. requirements, students are required to complete 12 credit hours from the following courses:

- COMM 5340 Language Arts Seminars
  - Advanced Storytelling Across the Curriculum: 3 hours
  - Creative Expression: 3 hours
  - Developing Language Skills Through Puppetry: 3 hours
  - Extending Literature Through the Arts: 3 hours
  - Oral Interpretation of Literature: 3 hours
  - Storytelling Across the Curriculum: 3 hours
  - Workshop in Drama: 2 hours
- COMM 5410 In-Service Topics (appropriate topic): 1-3 hours
- COMM 5550 Aesthetic Education Workshops: 1-3 hours
- COMM 5750 Special Institute: Distinguished Guest Artists and Scholars: 1-2 hours

Emphasis in Teaching English as a Foreign Language
Teaching English as a Foreign Language (TEFL) is designed for teachers who develop English skills in non-native speakers overseas or adults living in the United States in private language classrooms and business/technology training programs. In addition to the 9 credit hours of communication arts M.A.T. requirements, a minimum of 12 credit hours of TEFL courses are required:

- COMM 5030 Linguistics: 3 hours
- COMM 5040 Practicum in ESOL: 3 hours
- COMM 5050 Community College Reading/ABE/ESOL: 3 hours
- COMM 5230 Second Language Acquisition: 3 hours
- COMM 5350 Intercultural Communications: 3 hours
- FRLG 5140 English for Speakers of Other Languages (ESOL) Methods: 3 hours
- FRLG 5170 Seminars: Grammar and TOEFL: 3 hours
- FRLG 5170 Seminars: Translating “America” (a comparative linguistics course): 3 hours
- COMM 5220 Curriculum Development in Second Language Classrooms: 3 hours
- COMM 5230 Second Language Acquisition: 3 hours
- COMM 5350 Intercultural Communications: 3 hours
- COMM 5440 Integrated Language Arts: 3 hours
- FRLG 5140 English for Speakers of Other Languages (ESOL) Methods: 3 hours

Missouri ESOL Certification
State certification is optional and is issued through Missouri's Department of Elementary and Secondary Education (DESE). A valid Missouri permanent or professional certificate of license to teach (participants in the TESL program at Webster may be working toward the initial certificate, but will not receive the ESOL Certificate until the basic certificate is awarded) and two credit hours (which may be undergraduate credit) of Psychology and/or Education of the Exceptional Student (SPED 5860) and Teaching Reading in Content Fields (COMM 5920) are required for Missouri ESOL certification. In addition, the following coursework is required:

- COMM 5030 Linguistics: 3 hours
- COMM 5040 Practicum in ESOL: 3 hours
- COMM 5220 Curriculum Development in Second Language Classrooms: 3 hours
- COMM 5230 Second Language Acquisition: 3 hours
- COMM 5350 Intercultural Communications: 3 hours
- FRLG 5140 English for Speakers of Other Languages (ESOL) Methods: 3 hours

Webster University TEFL Certificate
A TEFL certificate may be issued alone or in conjunction with the M.A.T. degree. Students seeking this graduate certificate must have earned a recognized baccalaureate degree and meet all of the admission and acceptance criteria as outlined in the graduate program’s Academic Policies and Procedures. The grading system in the TEFL certificate program is the same as that described in the Grades section of this catalog. Students may receive the Webster University TEFL certificate by completing a minimum of 21 credit hours from the TEFL courses listed below.

### Required (18 credit hours)
- COMM 5030 Linguistics: 3 hours
- COMM 5040 Practicum in ESOL: 3 hours
- COMM 5050 Community College Reading/ABE/ESOL: 3 hours
- COMM 5230 Second Language Acquisition: 3 hours
- COMM 5350 Intercultural Communications: 3 hours
- FRLG 5140 English for Speakers of Other Languages (ESOL) Methods: 3 hours

### Electives (3-6 credit hours)
- FRLG 5120 Skills: Comparative Linguistics: 3 hours
- FRLG 5170 Seminars: Grammar and TOEFL: 3 hours
- FRLG 5170 Seminars: Translating “America” (a comparative linguistics course): 3 hours
- FRLG 5170 Seminars: History of the English Language: 3 hours

Emphasis in Storytelling and
Creative Drama

The performing arts emphasis helps students develop writing and reading skills through the performing arts: storytelling, oral interpretation, reader’s theatre, story theatre, creative drama, puppetry, movement, and music. Courses in these subjects are offered in rotation and taught in a variety of formats.

Courses fulfilling requirements for this emphasis draw on content from many kinds of literature—poetry, folklore, tall tales, legends, history, mythology, saga, ballads, and stories from operas. Students in the emphasis become active participants in writing-reading processes that lead to original works incorporating the performing arts. Students who choose this emphasis design a formal program of study with an advisor. Fieldwork will be a component of the program requirement. In addition to the 9 credit hours of communication arts M.A.T. requirements, students are required to complete 12 credit hours from the following courses:

COMM 5340 Language Arts Seminars
- Advanced Storytelling Across the Curriculum: 3 hours
- Creative Expression: 3 hours
- Developing Language Skills Through Puppetry: 3 hours
- Extending Literature Through the Arts: 3 hours
- Oral Interpretation of Literature: 3 hours
- Storytelling Across the Curriculum: 3 hours
- Workshop in Drama: 2 hours

COMM 5410 In-Service Topics (appropriate topic): 1-3 hours
COMM 5550 Aesthetic Education Workshops: 1-3 hours
COMM 5750 Special Institute: Distinguished Guest Artists and Scholars: 1-2 hours

Emphasis in Teaching English as a Second Language

The emphasis in teaching English as a second language (TESL) is designed for preK-12 teachers faced with non-English speakers in regular or bilingual U.S. classrooms. The program also provides a means for certified teachers to gain Missouri certification for English for Speakers of Other Languages (ESOL) while working on the M.A.T. In addition to the 9 credit hours of communication arts requirements, 12 credit hours from the following courses are needed:

COMM 5030 Linguistics: 3 hours
COMM 5040 Practicum in ESOL: 3 hours
COMM 5220 Curriculum Development in Second Language Classrooms: 3 hours
COMM 5230 Second Language Acquisition: 3 hours
COMM 5350 Intercultural Communications: 3 hours
COMM 5440 Integrated Language Arts: 3 hours
FRLG 5140 English for Speakers of Other Languages (ESOL) Methods: 3 hours

Missouri ESOL Certification

State certification is optional and is issued through Missouri’s Department of Elementary and Secondary Education (DESE). A valid Missouri permanent or professional certificate of license to teach (participants in the TESL program at Webster may be working toward the initial certificate, but will not receive the ESOL Certificate until the basic certificate is awarded) and two credit hours (which may be undergraduate credit) of Psychology and/or Education of the Exceptional Student (SPED 5860) and Teaching Reading in Content Fields (COMM 5920) are required for Missouri ESOL certification. In addition, the following coursework is required:

**Required (18 credit hours)**

- COMM 5030 Linguistics: 3 hours
- COMM 5040 Practicum in ESOL: 3 hours
- COMM 5220 Curriculum Development in Second Language Classrooms: 3 hours
- COMM 5230 Second Language Acquisition: 3 hours
- COMM 5350 Intercultural Communications: 3 hours
- FRLG 5140 English for Speakers of Other Languages (ESOL) Methods: 3 hours

Webster University TEFL Certificate

A TEFL certificate may be issued alone or in conjunction with the M.A.T. degree. Students seeking this graduate certificate must have earned a recognized baccalaureate degree and meet all of the admission and acceptance criteria as outlined in the graduate program’s Academic Policies and Procedures. The grading system in the TEFL certificate program is the same as that described in the Grades section of this catalog. Students may receive the Webster University TEFL certificate by completing a minimum of 21 credit hours from the TEFL courses listed below.

**Required (18 credit hours)**

- COMM 5030 Linguistics: 3 hours
- COMM 5040 Practicum in ESOL: 3 hours
- COMM 5050 Community College Reading/ABE/ESOL: 3 hours
- COMM 5230 Second Language Acquisition: 3 hours
- COMM 5350 Intercultural Communications: 3 hours
- FRLG 5140 English for Speakers of Other Languages (ESOL) Methods: 3 hours

**Electives (3-6 credit hours)**

- FRLG 5120 Skills: Comparative Linguistics: 3 hours
- FRLG 5170 Seminars: Grammar and TOEFL: 3 hours
- FRLG 5170 Seminars: Translating “America” (a comparative linguistics course): 3 hours
- FRLG 5170 Seminars: History of the English Language: 3 hours
Communication Arts

Electives (3 credit hours)

COMM 5290 Interpersonal Communications  3 hours
COMM 5340 Language Arts Seminars: Teaching Language and Language Issues  3 hours
COMM 5440 Integrated Language Arts  3 hours

Students interested in pursuing ESOL Missouri teacher certification should have their transcripts evaluated by the Webster University Certification Office at the time of admission into the program.

Course Descriptions

COMM 5000 Fiction and Poetry for Children (3-4)
Contemporary fiction and poetry are read, discussed, and evaluated. Speakers, films, and response experiences highlight the exchange.

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

COMM 5020 Adolescent Literature (3)
In this course, graduate students learn how to select, evaluate, and teach literature written for adolescents and 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 study plan" and thematic units for their classroom or designated grade levels. Counts for certification. Prerequisite: admission to M.A.T./certification program/advisor consent.

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

COMM 5040 Practicum in ESOL (3)
This practicum provides supervised field experience for students who are close to finishing their professional education courses for Missouri certification in ESOL or teaching English as a foreign language. Reflective thought, observation, discussion, and actual teaching will be used to expand participants’ teaching skills. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs of English language learners. Strategies and activities are designed to meet the instructional needs of individual students. Participants will also focus on interpreting and recommending curriculum materials and methods to encourage and help English language learners become proficient in their new language. Prerequisite: one core TESL/TEFL course.

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

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

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

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

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

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

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

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

COMM 5140 Catalytic Drawing (3)
This course stresses personal expression and experimentation with a variety of media, and field experiences in which students are involved in on-site activities as well as studio projects.

FRLG 5140 English for Speakers of Other Languages (ESOL) Methods (3)
This course develops understanding and appreciation for the nature of languages and language teaching and learning. Participants study the most recent developments in teaching techniques and materials, and become involved in on-site activities using them.

COMM 5150 Design (2-3)
Basic theoretical and practical factors are introduced relating to design in various dimensions, with primary emphasis on the visual. Participants discuss development of technical skills and practical suggestions for teaching design as they work on studio projects.
COMM 5170 Advanced Foreign Language Seminars (3)
Seminar topics vary. This course develops cultural and literary proficiency at the advanced level. Classes combine a variety of skills with focus on either historical and cultural understanding or linguistic and stylistic appreciation. Classes are taught in Spanish or French. Prerequisite: permission of the instructor. May be repeated for credit if content differs.

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

COMM 5188 Comprehension Strategies (2-3)
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. Counts for initial certification, reading emphasis, and remedial reading certification.

COMM 5190 Language Development and Acquisition (3)
Focus is on normal language development in the areas of pragmatics, phonology, semantics, & syntax and the relationship of this development to reading and reading disabilities. Counts for Remedial Reading Certification.

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

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

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

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

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

COMM 5230 Second Language Acquisition (3)
Participants explore theories and models of second language acquisition. They learn about the emotional, social, and intellectual implications of the process of learning a second language. Students will analyze and compare first and second language acquisition and apply strategies related to second language learning in a cross-cultural setting.

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

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

COMM 5270 Visual Communication (2-3)
Students learn methods by which various types of information can be interpreted and presented visually. Because today’s students can “read” visual messages, just as they read written messages, educators must master the elements, structure, and tools provided to develop visual materials. Creation of video activities for the classroom and mastering basic video production techniques are emphasized.

COMM 5280 Written Communication (2-3)
Students experience writing as a process of discovery as they improve their writing skills. Exercises designed to focus on various purposes, occasions, and audiences help writers examine clarity, organization, style, and word precision.

COMM 5290 Interpersonal Communications (2-3)
This course entails both the self-analysis and classroom application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning.

COMM 5300 Reporting Research (3)
Students learn to gather and use research materials, integrate and document a variety of sources in their papers and presentations, evaluate conclusions from research, and apply findings to the work setting. The emphasis is on synthesizing research and understanding theoretical concepts that guide their professional practice. Three papers are required; content of papers will reflect student interest and/or area of study.

COMM 5340 Language Arts Seminars
Students become involved in a wide variety of activities designed to enhance the teaching of language arts in their classrooms. The courses listed are representatives of the workshop topics; other workshops are included in different semesters. May be repeated for credit.

Advanced Storytelling Across the Curriculum (3)
Storytelling is a way of using drama in the classroom through literature, creative movement, music, sound, and improvisation to develop interdisciplinary thematic units. Experiences are designed especially for teachers of pre-kindergarten through high school. Prerequisite: Storytelling Across the Curriculum or equivalent.

Creative Expression (3)
Participants explore a variety of art forms, including mime, mask, visual arts, improvisation, creative drama, movement, music, storytelling, writing, and poetry. Several art forms are blended for multimedia presentations.

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**Developing Language Skills through Puppetry (3)**
In this course students have a chance to explore many methods of using puppetry in the classroom. With the assistance of skilled resource people, students become actively involved in the creative process of puppet making, puppet manipulation, and curriculum planning and presentation.

**Extending Literature through the Arts (3)**
Students explore oral interpretation, reader's theatre, story theatre, creative drama (improvisation, storytelling, movement, music), writing, and film/video as they discover ways to bring literature for young people to life. Participants incorporate interdisciplinary, thematic approaches to literature to enrich curriculum K-12.

**Linguistics (2-3)**
This course presents some of the various divisions in the field of linguistics from language origins and acquisition through the history of English. The study of dialect is also included. Through various readings, activities, writing, and discussion, the students will become more aware of language and more informed about its history, its character, and its power. Students will also create instructional activities designed to make their students more aware and more proficient in the use of language.

**Media Literacy (2-3)**
What messages are being conveyed through the channels of mass communication? How do these messages affect our behavior? Media literacy has emerged as an established field of study within the international academic community. This course prepares students to become discerning and selective consumers of media and explores exciting ways of discussing media in the K-12 classroom.

**Oral Interpretation of Literature (3)**
Through exploration and preparation of selections for oral presentation, students experience sensory and intellectual responses to literature. Lab sessions, group readings, and individual performances aim to develop the understanding and skills to communicate literature orally.

**Poetry Writing (2)**
Students should be committed to exploring the process and techniques of their own poetry and joining in critical discussions with others engaged in the same process. Focus is on the development of individual style. No previous poetry-writing experience is required.

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

**Storytelling Across the Curriculum (3)**
This course enables students to polish their storytelling skills as they develop a repertoire of material from a variety of genres: personal and original stories, folk fairy tales, literary tales, myths, and sagas. This course focuses on storytelling as performance art, often using movement, music, mime, puppets, story theatre, visual arts, and other media. Students also explore and document uses of storytelling as a motivational classroom teaching tool and design interdisciplinary thematic storytelling units.

**Teaching Language and Language Issues (3)**
This course presents some of the various divisions in the field of linguistics from phonology and grammar to doublespeak, including speech theory and oral performance. Films, readings, and oral presentations will be the academic foundations for the study of linguistics in this class. Students will also create instructional activities that are designed to make their students more aware and proficient in the use of language.

**Teaching the Language Arts with Computers (2)**
Students learn methods of using computers to support instruction in the development of reading, writing, speaking, listening, and observation skills. Participants discuss small group, whole class, and individualized applications.

**Technology and Thinking Skills (2-3)**
This is a course on developing students' thinking skills using new video and computer technologies. These technologies include interactive video, expert systems, and software, with emphasis on equipment and software available in most schools. Concepts and strategies for using these technologies in developing critical and creative thinking are examined. Previous experience with the technologies is not necessary.

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

**Writing and Composition Instruction Using Computers (2)**
Students in this course examine methods for applying word processors and other computer programs to support writing and composition instruction. Students discuss organizing instruction in laboratory or classroom settings.

**Writing for Teachers and Young Readers (2)**
This class for teachers interested in writing for children focuses on how autobiographical material and life experiences can be transformed into fiction and nonfiction. The course combines lectures, hands-on experience with writing activities, and group discussion. The course focuses on material for middle grade and young adult readers. Tools and strategies for encouraging creative writing and inspiration in the classroom are provided.

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

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

**American Autobiographical Writing (2-3)**
Students study five complete American works: Frederick Douglass's Narrative; Whitman's "Song of Myself"; Richard Wright's Black Boy; Elie Wiesel's Night; one chosen by students; and excerpts from Ben Franklin, Emily Dickinson, and others. Participants consider each work in its own right, in relation to other works, and as teaching material.

**American Novel (2-3)**
This course focuses on the development of the American novel and recurrent American themes. Students read and discuss five or six novels and the related contemporary criticism, considering each work in its own right, in relation to other works, and as teaching material.

**American Poetry (2-3)**
Students explore the trends in American poetry, from its Native American and Puritan origins through its contemporary forms. Major
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poets are read and discussed in light of literary history and critical theory and in terms of readers’ responses. The information and skills gained in this course are applicable to the reading and teaching of literature at many levels and for many abilities.

**Classical Films from Classic Stories (2-3)**
Students in this class study one story each week, first reading the book, then viewing the film and analyzing both for differences and impact. Stories include *The Wizard of Oz, Wuthering Heights, The Grapes of Wrath, Shane,* and other classics.

**Contemporary British and American Drama (3)**
Concentration is on a major development in post-World War II drama. Students examine its techniques, functions, and multifaceted evolution as a dramatic style. Playwrights include Beckett, Pinter, Albee, and Shepard. This is a literature seminar; no acting ability is required.

**Contemporary World Literature (2-3)**
Participants delve into fiction, poetry, and drama since World War II that thematically and artistically reflect concerns distinctly different from those commonly expected by members of post-World War II America. Emphasis is on the literature of Eastern and Western Europe and South America.

**Modern English Literature (3)**
Students examine major developments in eighteenth-century English literature—their common ground and points of departure. Discussions focus on the writers’ methods as artists, in addition to their concerns about content and theme. The emphasis is on fiction.

**Poetry (2-3)**
Students share poems in an informal way, with an emphasis on developing meaningful personal attitudes toward poetry. Students consider the imaginative, emotional, and sensory experiences that can lead to the making of a poem. Students also discover new ways of presenting poems in the classroom.

**World Literature (3)**
Students study several major documents of world literature, spanning three millennia. The basic argument of the course is that there are fundamental human documents to be read and studied, that the few included in our course are some of them, and that these are eminently teachable works.

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

COMM 5410 In-Service Topics (1-3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses may be approved for the M.A.T. with prior written approval of the student’s advisor. May be repeated for credit if content differs.

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

COMM 5440 Integrated Language Arts (3)
Students look at various ways to integrate language arts in the K-12 curriculum. Speakers, films, and activities highlight listening, acting, speaking, reading, writing, viewing, and thinking as separate, cumulative communication skills.

COMM 5460 Curriculum Design (3)
This course is required for all M.A.T. degree-seeking students. It is designed to help individuals plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to a particular teaching situation.

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 of these data. 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 (emerging 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 (1-2)
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. 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.

**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 nontechnical 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 5550 Aesthetic Education Workshops (1-3)**
Aesthetic education workshops are designed for elementary and secondary teachers interested in developing artistic skills and curricula that inte-
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grate art into daily classroom activities. Although art, music, and theatre specialists are welcome, the workshops are designed for the renewal of professional classroom teachers, regardless of subject matter or grade level taught. May be repeated for credit if content differs.

**Advanced Catalytic Drawing (3)**
Prerequisite: COMM 5140 or permission of the instructor.

**Advanced Ceramics (1-3)**
This is a continuation of COMM 5250 Ceramics. Further development in throwing techniques, glaze development, firing, and general kiln handling are emphasized.

**Advanced Drawing (3)**
Prerequisite: COMM 5090 or permission of the instructor.

**Advanced Painting (3)**
Style and theme development are the focus of the course. The individual develops a major work that illustrates point of view and demonstrates competency in a particular area.

**Advanced Printmaking (3)**
In this class students develop skills and techniques of printmaking, serigraphy, and silkscreen printing and explore alternative possibilities within each process.

**Art for Elementary School Teachers (2-3)**
Focus of this course is the young child’s relationship to the world, creative power in children, early education in the visual arts, effective presentation of art materials, and the roles of parents and teacher in encouraging art expression.

**Art History and Aesthetics (2-3)**
This course focuses on art history and aesthetics and how they interrelate to produce sequential learning experiences in and out of the classroom. Teachers are asked to look at ways art and the humanities can relate to other arts, other subject areas, and the history of ideas.

**Criticism and Studio Production (2)**
Students are encouraged to develop a personal idiom in art and work on individual projects that emphasize personal attitudes, interests, and viewpoints. A wide range of materials are explored and explained. The creative process is reviewed, with emphasis on making art projects and creative expression accessible to all students in all grade levels.

**Making Music in the Classroom (3)**
This course is designed for teachers who want to integrate music into general classroom curriculum but feel they lack time and, perhaps, talent. Class members discuss using music to teach and reinforce other subjects; the course introduces teachers to a myriad of contemporary resources for children’s music. Previous music background is not a prerequisite.

**Papermaking (3)**
This workshop in creative papermaking features sheet making, paper casting, and model techniques.

**Sculpture (1-3)**
The focus of this course is to teach simple but meaningful hands-on art experiences to the teacher, with emphasis on integrating the art experiences with regular academic studies in language arts, science, history, mathematics, and social studies.

**COMM 5630 The Humanities Connection (1-3)**
This course is designed for elementary and secondary teachers and assists them in selecting appropriate humanities materials for their grade level. Course content emphasizes fine arts—their study in the historical setting; aesthetics and the aesthetic valuing process; and the nature of creativity. Participants discuss all concepts regarding fine arts’ applicability to the existing subject matter curricula.

**COMM 5640 Communication through Art Forms (2-3)**
This course brings students in contact with many of the leading themes, styles, and media of artistic communication. Students explore the roles of visual arts, music, creative drama, and movement in fostering the physical, emotional, social, and cognitive well-being of individuals in school communities.

**COMM 5670 Instructional Design (2-3)**
Students explore a variety of learning environments designed for specific educational objectives and utilization of appropriate materials. They examine issues of teaching in a multicultural setting with an emphasis on values and beliefs. This course explores the historical and philosophical foundations of education, focusing on implications for current diverse classrooms.

**COMM 5750 Special Institute (2-3)**
Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the communications arts program. Detailed current information appears in the specific semester course offerings. May be repeated for credit if content differs.

**COMM 5777 Literacy Coaching (3)**
This course introduces educators to balanced literacy theory. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments. The role of the coach, mentoring of colleagues and collaboration will be studied in detail. Emphasis will be on theory and practical implications of balanced literacy for all students, especially primary, within a coaching framework. Appropriate for classroom teachers, reading specialists, curriculum coordinators and administrators. (Does not count for initial certifications but does count for Remedial Reading Certification methods.).

**COMM 5790 Photography (3)**
This course includes a study of photographic art and introduces principles of still photography and darkroom work. The student completes an assignment in photojournalism using the 35-mm format.

**COMM 5800 Applied Research (3)**
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for COMM 5460 Curriculum Design.

**COMM 5810 Experiments in Learning (3)**
Each participant becomes involved in a variety of learning modes and, through experiencing these modes, better understands his or her own learning style and becomes sensitive to the learning styles of others.

**COMM 5820 Foundations in Reading Instruction (2-3)**
This course will focus on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading 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. Counts for initial reading certification and may count for reading emphasis. Prerequisite: enrolled in initial certification program or permission of reading coordinator.

**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, remedial reading certification, and methods for reading emphasis.

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, remedial reading certification, and methods for reading emphasis.

COMM 5860 Review of Reading Research (3)
Understanding the importance of reading instruction can be served by exploring the recent research of teachers and other researchers. Participants explore action research designs for discovering authentic foundations for classroom reading instruction. Each class member is expected to develop a research project.

COMM 5870 Supervision of Reading Programs (3)
Teachers who wish to become reading supervisors or consultants may benefit from this course. The class emphasizes demonstration teaching, designing in-service education models, and evaluating reading programs and materials. Students must be completing the requirements for certification in reading before registration is approved.

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 5910 Investigations in Reading, Primary (3)
This course has been designed for classroom teachers to explore teaching of reading and learning to read (preschool through third grade). Students focus on relevant topics such as balanced literacy, assessment of early literacy, guided reading, and reading workshop. In addition, students pursue particular topics of interest for projects in the classroom. This counts for certification in elementary, early childhood, special education, or reading specialist.

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 nonproficient readers. A content area project is part of the course evaluation. 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 and reading specialist certification.

COMM 5940 Investigations in Reading, Grades 7-12 (2-3)
The course content, designed for English and reading teachers, emphasizes expanding reading interests and abilities and developing specific skills for various reading purposes. Instruments for appraising reading abilities and materials for meeting student needs are reviewed. Participants focus on current research and trends in junior and senior high school reading programs.

COMM 5950 Diagnosis and Correction of Reading Problems (3)
This course emphasizes effective use of assessments for detecting, correcting and preventing further reading difficulties. Participants explore materials and methods for developing a student-centered approach that builds on strengths. The study of specific problems with possible corrective procedures will include a miscue analysis and a case report for an individual reader. This course counts for initial certification, the remedial reading certificate, and the reading emphasis.

COMM 5960 Personalized Reading Instruction (2-3)
Students review literature and research related to developmental reading and explore the assessment of abilities and problems of individuals in classroom reading programs. Various materials and activities are developed for both small group and individual instruction.

COMM 5970 Practicum in Diagnosis of Reading Problems (3)
This practicum examines the place of testing, assessment, and evaluation. After exploring the related issues of testing and diagnosis, participants work with small groups and individuals on a regularly scheduled basis in a clinical setting. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs. Prerequisites: COMM 5950, SPED 5240, and 6 credit hours of M.A.T. reading courses.

COMM 5980 Practicum in Remediation (3)
This practicum in remediation is the complementary course to COMM 5970 Practicum in Diagnosis of Reading Problems. It is a requirement for teachers working toward remedial reading certification. Participants focus on interpreting and recommending curriculum materials and methods to encourage and help readers become proficient. Strategies and activities are designed to meet the instructional needs of individual students who have been assessed and evaluated. A focus on the strengths as well as the needs of the individual is the basis of the development of a personalized program. Prerequisites: SPED 5240 and 6 credit hours of M.A.T. reading courses.

COMM 5990 Independent Scholar (1-3)
An M.A.T. graduate with special interests or needs not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. Prerequisite: student must be an M.A.T. graduate. May be repeated for credit if content differs.
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COMM 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (A.G.C.) project is the culminating experience in the A.G.C. program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an M.A.T. class, a school district, a local board of education, or a community group; a paper or research project that might be published or distributed within an appropriate school, a community group, or a large audience; or an action project designed and implemented within the student’s place of employment. Prerequisite: permission of the A.G.C. coordinator.
Early Childhood Education

Program Description
Students pursuing early childhood education in the M.A.T. Program study young children and their families from an ecological 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 can develop a specialized focus on infants and toddlers, preschool-age children, kindergarten, early primary, or parent education through specific courses, projects within courses, practica, and individualized planning of action research or curriculum development.

Students learn to identify developmental needs and design appropriate educational plans for children who are “typically developing,” as well as those who have special needs. Strategies for meeting the needs of all children in the least restrictive environment are emphasized. Throughout this major, students explore methods of consultation and collaboration among teachers, therapists, parents, and others involved in providing services to young children.

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

Early childhood education majors are required to complete 33 credit hours, including at least 21 credit hours in early childhood courses. All must take the following required core courses:

- ECED 5510 Cognitive Development: Implications for Early Education 3 hours
- ECED 5670 Sociomoral Development: Implications for Early Learning 3 hours
- ECED 5800 Applied Research, or ECED 5460 Curriculum Design 3 hours
- ECED 5880 Integrating Resources: Community, Schools, and Family 3 hours

In addition, early childhood education majors are required to complete 9 credit hours from the following courses:

- COMM 5000 Fiction and Poetry for Children 3-4 hours
- COMM 5340 Language Arts Seminar: Storytelling Across the Curriculum 3 hours
- COMM 5340 Language Arts Seminar: Creative Expression 3 hours
- COMM 5340 Language Arts Seminar: Developing Language Skills through Puppets 3 hours
- COMM 5440 Integrated Language Arts 3 hours
- COMM 5820 Foundations in Reading Instruction 2-3 hours
- COMM 5830 Emergent Literacy 3 hours
- COMM 5910 Investigations in Reading: Primary 3 hours
- ECED 5010 Foundations of Early Childhood Education 3 hours
- ECED 5820 Creating Learning Environments 3 hours
- ECED 5830 Topics in Early Learning 3 hours
- ECED 5840 Issues in Parenting 3 hours
- ECED 5850 Practicum in Early Childhood Education 2-4 hours
- ECED 5860 Multicultural Perspectives in Early Childhood 2-3 hours
- EDUC 4730 Language Development for Exceptional Students 3 hours
- EDUC 4740 Child Development II 3 hours
- EDUC 4770 Assessing Young Children 3 hours
- EDUC 4790 Assessment for Intervention of Infants and Young Children 3 hours

Emphasis in Inclusive Education
The emphasis in inclusive education is designed to provide classroom teachers and regular and special educators at the preschool, 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 21 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
- EDUC 5090 Curricular and Instructional Adaptations 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 Collaboration and Cooperative Teaching* 3 hours
- SPED 5300 Communicating with Families and Disabled Persons 3 hours
- SPED 5330 Legal Issues in Special Education 3 hours
- SPED 5370 Educating Students with Physical and Health Impairments* 3 hours
- SPED 5480 Learning and Behavior Problems in the Classroom 3 hours

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

Locations
All M.A.T. courses are offered at the home campus in St. Louis.
Early Childhood Education

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

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

Course Descriptions

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

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

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

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

ECED 5410 In-Service Topics (1-3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the M.A.T. degree with prior approval of the student's advisor. May be repeated for credit if content differs.

ECED 5460 Curriculum Design (3)
This course is required for all M.A.T. degree-seeking students. It is designed to help individuals plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to a particular teaching situation.

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

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

ECED 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisite: advancement to candidacy.

ECED 5820 Creating Learning Environments (3)
This class is planned to help the teacher use knowledge of children and their needs in creating a total school environment conducive to optimum development. Students review many materials and plan centers of interest.

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.

Creative Expression and the Young Child (2)
In this course, participants explore the role of the teacher in developing climates and media that are conducive to creative behavior. Visual arts, drama, puppetry, music, and storytelling/language arts are the topics that will be discussed. Theories of creativity will be explored, and emphasis will be on how to nurture and promote creative expression in young students.

Infant-Toddler Programming and Development (3)
This course focuses on development beginning with the fetus and progressing through toddlerhood. Students examine research and developmental theories, with emphasis on the implications in the curriculum for caregiving, play and learning, attachment, partnership with parents, health, safety, and nutrition. This course examines both normal infants and toddlers, as well as those with special needs.

Negotiated Learning (3)
This course focuses on the central role of documentation in the social constructivist approach to early learning that has emanated from the
infant-toddler and preschool programs of Reggio Emilia, Italy. Students will explore multiple ways to observe and document the learning experiences 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 involves continuous action research of teaching and learning.

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

Seminar in Early Childhood Issues (3)
Each person identifies an area of concern, researches the issue, and shares findings with the total group.

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 focus 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: permission of the early childhood coordinator. This course may be repeated for credit.

ECED 5860 Multicultural Perspectives in Early Childhood (2-3)
Students examine the contribution of the diverse cultures within American society. The course promotes analysis of racism, sexism, and ageism within the school and community. Participants discuss different patterns of child development within different cultures and incorporate them into the school curriculum.

ECED 5880 Integrating Resources: Community, Schools, and Family (3)
This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. They study methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships. They review models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts.
Educational Technology

Program Description

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

Requirements

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

1. EDUC 5460 Curriculum Design 3 hours
2. Twelve credit hours of advanced-level EDTC courses, using at least two different course numbers, from the following:
   - EDTC 5250 Programming Languages (any topic)
   - EDTC 5290 Media Applications (any topic)
   - EDTC 5330 Theoretical Perspectives (any topic)
   - EDTC 5560 Internet Applications (any topic)
   - EDTC 5630 Advanced Topics in Classroom Technologies (any topic)
3. At least 6 additional credit hours in EDTC, excluding EDTC 5210 and EDTC 5410
4. At least 12 additional credit hours of M.A.T. courses.

A special form must be completed by the student at the time of application and approved by the Educational Technology Coordinator before acceptance into the M.A.T. educational technology program.

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

Transfer of Credit

Only courses in educational technology that are a part of a graduate degree program at the host university will be considered for transfer toward an M.A.T. degree in educational technology.

Course Descriptions

EDTC 5010 Introduction to Technologies for Educators

The courses listed below are designed as an introduction to a variety of technologies used by educators. This course may be repeated for credit if the content differs.

Classroom Technologies (3)

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. Technologies presented include: multimedia, video-disks, Internet, and electronic communications (video, audio, and data). Emphasis is on learning to use software and multimedia applications in the classroom.

Applications Software (2)

This course is intended for experienced computer users. 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. It provides an in-depth explanation of applications software packages including word processing, database, spreadsheet, desktop publishing, authoring, and presentation software. E-mail and Internet software will also be used. Other elements covered are criteria for good software evaluation, the impact of technology on the teaching/learning process, and copyright and licensing issues. Emphasis is on the implementation of applications software in the classroom.

Multimedia Applications (2)

This course is intended for experienced computer users. 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. It provides an in-depth explanation of multimedia applications including the use of VCRs, CD-ROM, laser disc players, scanners, camcorders, and digital cameras in lesson planning and preparing presentations. Means of presentation including LCD panel, TV monitor, and other projection devices will be explored. Other elements covered will be modems, classroom environments (one-computer, clusters, lab), equipment configurations (stand-alones, networks, etc.), the impact of technology on the teaching/learning process, and copyright and licensing issues. Emphasis is on the implementation of multimedia applications in the classroom.

EDTC 5030 Topics in Classroom Technologies

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

Staff Development with the Internet (1)

Students interested in staff development using the Internet learn how to use strategies on the Internet to educate their colleagues. Prerequisite: ability to navigate the Internet or permission of the Educational Technology Coordinator.

Internet for Educators (2)

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

Maintaining Computer Systems (2-3)

This course will take students from computer setup through software installations and hardware upgrades in order to maintain a well-running computer system without the need of technical support.
EDTC 5060 Educational Software
The course listed below examines educational software useful in mastering specific content areas or in developing particular skills. Utility packages may be covered. This course may be repeated for credit if the content differs.

HyperStudio (2)
Discover ways in which to enhance curriculum using the multimedia authoring program HyperStudio. Students learn how to design their own multimedia projects, reports, and presentations by combining text, graphics, movies, and sound. Activities include using the Internet, creating original artwork, and importing graphics and photographs.

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

PageMaker (2-3)
Students will learn PageMaker basics and learn the essentials of incorporating word processing and graphics in the design of publications.

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

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

Microsoft Office (2-3)
This course covers the basic software applications of Word, Excel, PowerPoint, and other supporting programs using Microsoft Office. Use of these applications as an instructional and managerial tool in an educational setting is emphasized.

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

Instructional Media (2-3)
This course provides opportunities for discussion and hands-on production of instructional media that translate into practical knowledge for educational environments. Production and use of graphics, audiovisual, and videotape are covered. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Instructional TV and Video (2-3)
This course focuses on the strategies and tools for using instructional TV, cable programming, and other videotape material in the classroom. Students will learn to effectively select programs, target learning objectives, and design implement activities using cable and television. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Media Literacy (2-3)
What messages are being conveyed through the channels of mass communication? How do these messages affect our behavior? Media literacy has emerged as an established field of study within the international academic community. This course prepares students to become discerning and selective consumers of media and explores exciting ways of discussing media in the K-12 classroom.

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

EDTC 5210 In-Service Education (1-4)
These courses are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. This course may be repeated for credit if the content differs. Prerequisite: permission of the Educational Technology Coordinator.

EDTC 5250 Programming Languages
The courses listed below are designed to provide experience in computer programming with an emphasis on educational applications. This course may be repeated for credit if the content differs.

LOGO (3)
This is a hands-on course that will explore various aspects of the LOGO programming language.

Advanced LOGO (3)
This course provides more in-depth knowledge and experience using LOGO. Emphasis will be on educational applications. Prerequisite: LOGO or permission of the Educational Technology Coordinator.

C++ (3)
This course introduces programming in C++ emphasizing educational applications.

Visual BASIC (3)
This course introduces programming in Visual BASIC emphasizing educational applications.

EDTC 5290 Media Applications
The courses listed below examine particular media issues and provide hands-on applications as they relate to education. This course may be repeated for credit if the content differs.

Electronic Portfolios for Educators (2-3)
Participants in this course plan, design, build, and evaluate professional electronic portfolios. Emphasis will be on teachers’ portfolios that showcase abilities and experiences, highlight achievements, and provide a means of assessment. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Multimedia Programming (2)
This course serves as an introduction for educators to multimedia programming. Students will create multimedia projects for use in their classrooms. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Advanced Multimedia Programming (2)
This course provides more in-depth knowledge and experience of multimedia programming. Students will create multimedia projects for use in their classrooms. Prerequisite: Multimedia Programming or permission of the Educational Technology Coordinator.
Educational Technology

EDTC 5330 Theoretical Perspectives
The courses listed below provide a foundation in educational technology theory that complements practice. This course may be repeated for credit if the content differs.

Computer and Information Systems (3)
This course is for educators for whom the computer will be an everyday tool. This course covers core concepts of computers and information systems in order to be able to use the computer competently. Information is presented on the capabilities of computers that users can apply at work, home, and school. Topics covered will include computer development; input, processing, storage, and output hardware; software development; programming languages; communications; connectivity; systems development; database management; information management; ethics; privacy; security; and purchasing and maintaining a computer system.

Constructivism and Technology (2-3)
Participants learn about the inquiry-based, active learning, and other components of constructivism. Emphasis is on ways to use technology tools for curricular and instructional applications that use this teaching approach. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Leadership Issues (2-3)
This course provides students with the knowledge to make informed decisions about the use of technology in schools for academic and administrative applications. The course will cover the following topics: recent research regarding technology in education; leadership in technology in the school; survey of administrative applications; the role of the media specialist; local, building, and district networking; training and development of educational technologists; and examination of model programs in technology. This course is for teachers and administrators responsible for making decisions pertaining to the use of technology in the educational community. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Instructional Design (2-3)
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 culminating course allows participants to create a comprehensive instructional project in their own content area. This project will reflect their knowledge of learning theory, teaching strategies, leading-edge technology, and performance assessment. Students will have "hands-on" experience with leading-edge technology to assist them in instructional design processes. Prerequisite: Curriculum Design or permission of the Educational Technology Coordinator.

EDTC 5410 In-Service Topics (1-3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. This course may be repeated for credit if the content differs. Prerequisite: permission of the Educational Technology Coordinator.

EDUC 5460 Curriculum Design (3)
This course is designed to help individuals plan learning experiences. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

EDTC 5560 Internet Applications
The courses listed below are designed to provide experience in Internet applications in educational settings. This course may be repeated for credit if the content differs.

Advanced Internet Issues (2-3)
This course examines advanced topics in Internet applications for the classroom. Focus will be on teacher roles, teaching styles, and curriculum integration in using the Internet. Prerequisite: ability to navigate the Internet or permission of the Educational Technology Coordinator.

Building Web Pages (2-3)
This course is designed to teach educators how to use hypertext markup language (HTML) to design and create Web pages for use in educational settings. Students will learn how to use HTML, tags, links, and attributes for a basic understanding of publishing HTML documents. Prerequisite: ability to navigate the Internet or permission of the Educational Technology Coordinator.

Advanced Web Pages (2-3)
This course provides more in-depth knowledge of Web pages. Students will gain more experience creating Web pages for use in educational settings. Prerequisite: Building Web Pages or permission of the Educational Technology Coordinator.

JavaScript (2-3)
The integration of HTML with JavaScript enhances Web page usage in the classroom. Students learn how to add special features and make interactive Web pages. Students learn how to build Web pages with forms, tables, and database search functions. Prerequisite: Advanced Web Pages or permission of the Educational Technology Coordinator.

EDTC 5630 Advanced Topics in Classroom Technologies
The courses listed below are designed to further the student's knowledge and skills for a variety of technologies used by educators. This course may be repeated for credit if the content differs.

Computer Networks (2-3)
This introductory course provides teachers with an awareness of and an exposure to educational computer networks. Participants will learn basic terminology, purpose, and functions of a computer network. The focus of this course will be computer network usage and management, not the installation and maintenance of hardware. Participants will receive hands-on experience with computer network systems. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Planning Educational Technology Facilities (2-3)
Students learn to consider the various components of educational technology facilities and their impact on education. Students will tour the educational technology facilities of several schools in the area to broaden their knowledge of different ways of successfully implementing technology. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Technology and Thinking Skills (3)
This is a course on developing students’ critical and creative thinking skills using new video and computer technologies. Prerequisite: Curriculum Design or permission of the Educational Technology Coordinator.

Databases and Decision Making (2-3)
This course explores ways to manage information using databases. Students will explore a variety of database activities which will stimulate the critical evaluation of data needed for wise decision making. Students will also learn how to incorporate these activities into curriculum. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Distance Learning Strategies (2-3)
This course provides hands-on experience for the student using hardware and software in a distance learning classroom. Students will participate in both the sending and receiving mode at each site. Students will gain...
experience with interactive video, two-way and multi-point interactions, and also video conferencing. Strategies for teaching using distance learning will be the main focus of the course. Methods of assessment, available resources, and identification of appropriate projects for distance learning will be highlighted. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

**Publishing and Presentations (2-3)**
This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the classroom. The primary focus of the class will be creating classroom materials, publications, and presentations using word processing, desktop publishing, a presentation package, and a Web-authoring package. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

**Technical Environment Management (2-3)**
This course is designed to provide hands-on technical management skills. Topics include equipment attainment, installation, maintenance, troubleshooting, and technical support. Prerequisite: Computer Networks or permission of the Educational Technology Coordinator.

**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 M.A.T. office. This course may be repeated for credit if the content differs. Prerequisite: permission of the Educational Technology Coordinator.

**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.

**EDTC 5990 Independent Scholar (1-3)**
An M.A.T. graduate with special interests or needs that are not met by existing courses may request that a member of the faculty supervise an independent study. Together, the student and faculty member decide on the content of the independent study and the criteria for evaluation. This course may be repeated for credit if the content differs. Prerequisites: student must be an M.A.T. graduate and permission of the Educational Technology Coordinator.

**EDTC 6000 Advanced Graduate Certificate Project (3)**
The advanced graduate certificate (A.G.C.) project is the culminating experience in the A.G.C. program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an M.A.T. class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student’s place of employment.
Mathematics

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

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

After completing 9 credit hours in an M.A.T. major, all M.A.T. degree-seeking students are required to be advanced to candidacy. Refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

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

Transfer of Credit
Only courses in mathematics or mathematics education that are part of a graduate degree program at the host university will be considered for transfer toward an M.A.T. degree in mathematics. A maximum of 3 credit hours of Webster University in-service graduate credits may apply.

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

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

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

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

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

MTHC 5080 Puzzles and Proofs (3)
This course covers areas of mathematics and/or mathematics education of particular interest to middle school teachers. Content varies according to the interests of faculty and students. May be repeated for credit if content varies.

MTHC 5100 Functions and Structure (3)
This course examines a variety of materials useful in developing reasoning skills. Included are attribute block puzzles, Lewis Carroll puzzles, logic puzzles and a variety of games which require deductive reasoning.

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

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

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

MTHC 5150 Number Systems (3)
This course provides middle school teachers with a deeper understanding of the real number system. Topics covered include arithmetic algorithms in negative and whole number bases; rational and irrational numbers; arithmetic and geometric progressions; number properties; mental arithmetic; factorization and divisibility of integers and of Gaussian integers; and number puzzles and games.
Mathematics

MTHC 5200 Independent Study (1-6)
M.A.T. students with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. May be repeated for credit if content differs.

MTHC 5210 In-Service Education (1-4)
Webster offers various graduate in-service courses that are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the M.A.T. advisor. May be repeated for credit if content differs.

MTHC 5230 Discrete Mathematics (3)
This course covers mathematical structures pertinent to an understanding of computers, including graphs, Boolean algebra, and finite state machines.

MTHC 5250 Vector Geometry (3)
Basic concepts pertaining to vectors in the plane are developed. Proofs of theorems of plane geometry, using a synthetic approach, an analytic approach, and a vector approach are compared. The class introduces vector spaces.

MTHC 5260 Algebra for Secondary Teachers (3)
Students examine and extend topics in secondary school algebra. Techniques and materials for teaching algebra are also discussed.

MTHC 5270 Elementary Functions (3)
This is a review of the elementary functions: polynomial and rational functions, the trigonometric functions, and the logarithmic and exponential functions, along with their algebraic structure and some applications. Computers and/or graphing calculators are used to help investigate ideas. Techniques for teaching elementary functions are discussed.

MTHC 5280 Calculus for Teachers (3-4)
The course reviews the basic concepts of differential and integral calculus, with special focus on central ideas, theory, and applications. Computers and/or graphing calculators are used to help investigate ideas.

MTHC 5300 History of Mathematics (3)
This course is based on selected readings that examine the history and philosophy of mathematics, along with the genesis of historical and current applications. An important goal is to provide students with a perspective on the relationship between mathematics and culture as well as an insight into how and why mathematical ideas have evolved.

MTHC 5310 Geometry for Secondary Teachers (3)
This course deals with areas of geometry relevant to high school teachers. Content varies according to the interests of the faculty and students. May be repeated for credit.

MTHC 5320 Topics in Mathematics (3)
Typically this course introduces areas of mathematics not covered in other courses. Content varies according to the interests of the faculty and students. May be repeated for credit.

MTHC 5330 Probability (3)
Participants study probability on finite sample spaces along with applications to gambling and game theory.

MTHC 5340 Topics in Mathematics Education (1-3)
The content of this course will include an analysis of curricular materials, teaching methods and/or issues in mathematics education. This course may be repeated for credit if content varies.

MTHC 5350 Logic (3)
This course includes propositional and predicate logic, with the objective of increasing students’ understanding of what constitutes valid reasoning, as well as increasing their ability to express formal mathematical arguments.

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 M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the M.A.T. degree with prior approval of the student’s advisor. May be repeated for credit if content differs.

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 Triples and perfect numbers. Specific topics to be determined by instructor. Relevant theory will be developed.

MTHC 5480 Problem-Solving Strategies in Mathematics (3)
The primary objective of this course is to help students develop reasoning strategies that are powerful tools in solving problems. A secondary objective is to help students become more skillful at teaching problem-solving strategies.

MTHC 5500 Studies in Mathematics (1-6)
Courses in this category are offered on an irregular basis. May be repeated for credit if content differs.

MTHC 5590 Final Reflections (0)
All math M.A.T. students are required to register for this zero credit hour course during their penultimate semester. Students write an essay describing how they have changed as a result of their participation in the math program. For specific guidelines see the Math Coordinator. This course is graded on a credit/no credit basis only.
Multidisciplinary Studies

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

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

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

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

Core Courses
Students must complete any three of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5220</td>
<td>Contemporary Educational Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5800</td>
<td>Applied Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5460</td>
<td>Curriculum Design</td>
<td></td>
</tr>
<tr>
<td>COMM 5290</td>
<td>Interpersonal Communications</td>
<td>2-3</td>
</tr>
<tr>
<td>COMM 5530</td>
<td>Technology and Teaching</td>
<td></td>
</tr>
<tr>
<td>EDTC 5010</td>
<td>Introduction to Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5160</td>
<td>Advanced Child Development</td>
<td></td>
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<tr>
<td>EPSY 5170</td>
<td>Behavioral Management</td>
<td>3</td>
</tr>
<tr>
<td>SOCS 5840</td>
<td>Comparative Educational Systems</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5830</td>
<td>Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5800</td>
<td>Applied Research way</td>
<td>3</td>
</tr>
<tr>
<td>COMM 5290</td>
<td>Interpersonal Communications</td>
<td>2-3</td>
</tr>
<tr>
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<tr>
<td>EPSY 5170</td>
<td>Behavioral Management</td>
<td>3</td>
</tr>
<tr>
<td>SOCS 5840</td>
<td>Comparative Educational Systems</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5830</td>
<td>Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Emphasis Areas (Optional)
Twelve credit hours, using at least two different course numbers from the following courses, are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 5100</td>
<td>Teaching with Technology: Methods and Materials</td>
<td>2-3</td>
</tr>
<tr>
<td>EDTC 5250</td>
<td>Programming Languages (any topic)</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 5290</td>
<td>Media Applications (any topic)</td>
<td>2-3</td>
</tr>
<tr>
<td>EDTC 5330</td>
<td>Theoretical Perspectives (any topic)</td>
<td>2-3</td>
</tr>
<tr>
<td>EDTC 5560</td>
<td>Internet Applications (any topic)</td>
<td>2-3</td>
</tr>
<tr>
<td>EDTC 5630</td>
<td>Advanced Topics in Classroom Technologies (any topic)</td>
<td>2-3</td>
</tr>
</tbody>
</table>

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

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

Emphasis in Humane Education and Character Development

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EPSY 5160</td>
<td>Advanced Child Development</td>
<td></td>
</tr>
<tr>
<td>EPSY 5170</td>
<td>Behavioral Management</td>
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</tr>
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<td>SOCS 5840</td>
<td>Comparative Educational Systems</td>
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</tr>
<tr>
<td>SPED 5830</td>
<td>Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 5290</td>
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<tr>
<td>SPED 5830</td>
<td>Evaluation</td>
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</tbody>
</table>
### Multidisciplinary Studies and Initial Teacher Certification (Missouri)
Multidisciplinary studies majors may enroll concurrently in coursework required for a Missouri teaching certificate in elementary, middle school, or secondary education. Students should contact their faculty advisor for a program of study in multidisciplinary studies designed especially for certification seeking students. For more information on the requirements for Missouri teacher certification, please contact the Webster University Office of Teacher Certification. Please note: Teacher certification programs are only available at the Webster University main campus (St. Louis, Missouri).

### Course Descriptions

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5230</td>
<td>Foundations of Humane Education</td>
<td>3</td>
</tr>
<tr>
<td>SCOM 5050</td>
<td>Studies in Character Education</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 5051</td>
<td>The Role of Narrative in Humane Education</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5110</td>
<td>Social and Personality Development</td>
<td>3</td>
</tr>
<tr>
<td>SCIC 5090</td>
<td>Experiments in Environmental Education</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Multidisciplinary Studies and Initial Teacher Certification (Missouri)

- **Course Code**: EDUC 5230 Foundations of Humane Education
- **Course Name**: Foundations of Humane Education
- **Hours**: 3

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

- **Prerequisite**: EDUC 5220

- **Course Code**: EDUC 5300 Methods of Teaching Elementary School Students
- **Course Name**: Methods of Teaching Elementary School Students
- **Hours**: 3

This course focuses on multiple factors affecting the elementary curriculum, including lesson planning, organizational strategies, instructional techniques, and student assessment. Competencies in the content areas of physical education, health, art, and music are addressed as well. Prerequisite: EDUC 5220.

- **Course Code**: EDUC 5410 In-Service Topics
- **Course Name**: In-Service Topics
- **Hours**: 3

In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses may be approved for the M.A.T. with prior written approval of the student’s advisor. May be repeated for credit if content differs.

- **Course Code**: EDUC 5460 Curriculum Design
- **Course Name**: Curriculum Design
- **Hours**: 3

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

- **Course Code**: EDUC 5490 Seminars in Education
- **Course Name**: Seminars in Education
- **Hours**: 1-3

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

- **Course Code**: EDUC 5500 Special Institute
- **Course Name**: Special Institute
- **Hours**: 1-3

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

- **Course Code**: EDUC 5800 Applied Research
- **Course Name**: Applied Research
- **Hours**: 3

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

- **Course Code**: EDUC 6000 Advanced Graduate Certificate Project
- **Course Name**: Advanced Graduate Certificate Project
- **Hours**: 3

The advanced graduate certificate (A.G.C.) project is the culminating experience in the A.G.C. program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an M.A.T. class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student’s place of employment.
Program Description
The science major is designed for elementary and junior high teachers without extensive background in science who want to increase their ability to interact with children and science. The program is designed to revolve around the four following major concerns:

1. The student must “do” some science in order to understand what science is.
2. The student should accumulate science materials and approaches to the materials that are applicable to the classroom situation.
3. The student should build a content background that increases his or her ability to work in this area in the classroom.
4. The student should develop a questioning attitude toward the role of science in the curriculum and the classroom organization that is compatible with this role, the teacher's personality, and the learning style of students. The student should be able to select from existing materials as well as design and implement original materials that move toward the kind of science experience held as valuable.

Requirements
1. SCIC 5000 Introduction to Science or SCIC 5010 Introduction to Science and Science Teaching.
2. EDUC 5460 Curriculum Design or EDUC 5800 Applied Research.
3. A report: Science for the Classroom. After delivering a seminar, each participant will write a paper that communicates the student's research and its use in the classroom.
4. At least 3 credit hours from one of the following: SCIC 5180, SCIC 5300, SCIC 5320, or SCIC 5340.
5. At least 3 credit hours from one of the following: SCIC 5220, SCIC 5240, SCIC 5260, SCIC 5270, or SCIC 5280.
6. The student may wish to design some learning experiences that are self-initiated and self-directed. To exercise this option, that student should contact the major coordinator.
7. Up to 12 credit hours may be taken outside the major area. The choice of courses should depend on the student's classroom responsibilities.
8. After completing 9 credit hours within an M.A.T. major, all M.A.T. degree-seeking students are required to be advanced to candidacy. Please refer to the Advancement to Candidacy section in this catalog for specific guidelines.

Interest in science and a personal effort to explore the subject are the major determinants of success in the program. Many of the students begin with relatively weak science backgrounds; this does not seem to be a determining factor in student success.

The major is designed to have the student begin in the summer with SCIC 5000 or SCIC 5010; however, a student can earn up to 12 credit hours toward the degree before registering for these courses. Three credit hours per semester is considered a normal load for someone working full time. The minimum time for completion of the degree work is two calendar years.

Course Descriptions

SCIC 5000 Introduction to Science (3)
The concept of energy and the attitudes and values concerning its use form the base of a laboratory-oriented course. The course introduces teachers to some energy-related materials that serve both as models for teaching science and as an introduction to energy education. The course incorporates other selected activities that serve as models for science education.

SCIC 5010 Introduction to Science and Science Teaching (3)
To begin to understand what science is, students must “do” science; they must “fool with” material things, ask questions of these things, attempt to discover patterns for themselves, and use the patterns to predict the answers to new questions. The material things that are selected for the course include at least four areas directly applicable to the elementary classroom. Class participants investigate some units for use in the elementary classroom developed by the Elementary Science Study, the American Association for the Advancement of Science, and other curriculum development groups. The student is expected to explore units more extensively than would be done in elementary school classrooms.

SCIC 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.

SCIC 5080 Energy Conservation (1)
Data on U.S. and world energy consumption and reserves are presented with conservation activities for both personal and classroom use. The course provides discussion of the design of buildings for maximum use of solar energy and home energy conservation.

SCIC 5090 Experiments in Environmental Education (3)
The objective of this class is that students develop an understanding of the human environment in all its aspects—social, physical, and biological—and how these aspects fit together. Course content includes background information for teachers as well as activities to use in the classroom.

SCIC 5100 Adventure Education: Cooperation and Initiative Tasks (3)
This course focuses on group initiative games, ropes initiative courses, and orienteering. Students design and use group initiative games. They experience and develop group leadership skills on ropes initiative courses. The course includes the opportunity to earn Level I and Level II certification for use of ropes initiative courses in St. Louis area parks. (This certification involves an addi-
tional $5.00 fee.) Basic skills in orienteering will be emphasized. Students increase their abilities to take initiative, make decisions, and work cooperatively. NOTE: This course can be taken for CR/NC only.

**SCIC 5110 Astronomy for School Personnel (1-3)**
This course provides involvement in the kinds of activities in observational astronomy that can be used with children. Participants also study theory and an overview for background material.

**SCIC 5120 Geology for School Personnel (1-3)**
Students in this course look at a particular land area and the kinds of tools a geologist would use to gather information about the area. The emphasis is on the kinds of tools the geologist uses so that the teacher is able to use these tools on a land area near the classroom.

**SCIC 5140 Chemistry for School Personnel (3)**
The course approaches chemistry from a phenomenological point of view. It is designed to study and classify the phenomena that occur and to seek similarities and differences in behavior.

**SCIC 5150 Microcomputers and Science Teaching (3)**
This course enables students to gain competence in the use of BASIC and PILOT as programming tools for educational materials, to know the range of materials currently available for use in science instruction in CAI and simulations as well as to develop some new materials, and to be able to use the computer to solve problems and gather data.

**SCIC 5160 Meteorology (3)**
This class introduces concepts of meteorology and the teaching of these concepts on both the elementary and secondary levels. Topics included are temperature, pressure, moisture distributions in the atmosphere, and dynamic effects such as radiation, stability, storms, and general circulation.

**SCIC 5180 Selected Topics in Physical Science (3)**
Students in this course explore materials and content selected from the physical sciences that can be directly applied to the classroom. The specific topics to be studied during any particular semester depend on the instructor's background, current interest, and materials available from curriculum projects. May be repeated for credit if content differs.

**SCIC 5200 Independent Study: Research (3-6)**
M.A.T. students with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. May be repeated for credit if content differs.

**SCIC 5210 In-Service Education (1-4)**
Various graduate in-service courses are offered that are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the M.A.T. advisor. May be repeated for credit if content differs.

**SCIC 5220 Whole Plant Physiology for School Personnel (3)**
Students in this course study the plant kingdom comprehensively. The course emphasis is on the botanical activities, demonstrable to children, that play a key part in the living world.

**SCIC 5240 Animal Form and Function for School Personnel (3)**
This course covers the physiological processes as they concern the whole animal. Animals chosen are those that can be kept in elementary school classrooms. The experiments deal with animals and humans, and many are applicable to the student's classroom.

**SCIC 5260 Fresh Water Ecology for School Personnel (3)**
This course is designed to acquaint teachers with the fresh water environments of this area and how they may be used in the classroom. There are six required field trips (one all-day), with others optional. The emphasis is on making equipment, learning to use it, identifying organisms, field trip experiences, and human beings' effects on the fresh water environment.

**SCIC 5270 Field and Forest Ecology (1-3)**
This course is a field study of plant and animal organisms found in fields and forests. Students consider relationships to environment and population changes, and develop specific activities applicable to their classrooms.

**SCIC 5280 Selected Topics in Biological Science (3)**
Materials and content selected from the biological sciences apply directly to the student's classroom. The specific topics to be studied during any particular semester depend on the instructor's background, current interest, and materials available from curriculum projects. May be repeated for credit if content differs.

**SCIC 5300 Light and Sound for School Personnel (3)**
How do we see objects that do not emit light? What about color? What do we see in mirrors and lenses? These are typical of the questions raised as the participants explore subjects of light and sound with laboratory materials.

**SCIC 5320 Mechanics for School Personnel (3)**
Class members study motion, machines, work, and energy. Materials and content are used by the students as background for direct use with children.

**SCIC 5340 Electricity and Magnetism for School Personnel (3)**
In studying electrical and magnetic phenomena, students use batteries, bulbs, wire, and permanent magnets to observe phenomena and to establish patterns and systems for predicting phenomena to be observed in different situations.

**SCIC 5410 In-Service Topics (1-3)**
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the M.A.T. degree with prior approval of the student's advisor. May be repeated for credit if content differs.

**EDUC 5460 Curriculum Design (3)**
This course is required for all M.A.T. degree-seeking students regardless of their major. It is designed to help individuals plan learning experiences. Participants discuss technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

**SCIC 5490 Seminars in Science (1-3)**
Seminars are designed to focus on contemporary research and classroom application of these data. May be repeated for credit if content differs.

**SCIC 5750 Special Institute (1-3)**
Webster offers various institutes to provide for a wide range of workshop experiences and contemporary topics within the science program. May be repeated for credit if content differs. For more specific and current information, contact the M.A.T. Office.

**EDUC 5800 Applied Research (3)**
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.
Science

SCIC 5990 Independent Scholar (1-3)
M.A.T. graduates with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. Prerequisite: must be an M.A.T. graduate. May be repeated for credit if content differs.

SCIC 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (A.G.C.) project is the culminating experience in the A.G.C. program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an M.A.T. class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student’s place of employment. Prerequisite: permission of the A.G.C. coordinator.
Program Description
This major provides increased knowledge of the current developments in the social and behavioral sciences and their applications to education. Theory and methods for preparing students to become citizens of the twenty-first century are emphasized. Toward this end, the following themes are contained in social science area courses: (1) teaching of basic and higher order thought and reasoning processes, (2) using high technology in schools and society, (3) working with increasingly complex social issues and problems, and (4) understanding the role of the United States in an interdependent world.

Goals for the Social Science M.A.T. Program
1. Based on inquiry and scholarship, graduate students demonstrate advanced knowledge of the specialty areas and their development as global citizens.
2. Based on content, current events, best practices, research, and theory, graduate students engage in continuous reflection of learning, content areas, and instructional strategies that are responsive to students’ thinking, experiences, and interaction in our world.
3. Through collaboration with colleagues, parents, counselors, and community resources, graduate students reflect on their roles as leaders of change and on how the social sciences impact these relationships and systems.
4. Approach learning and teaching with respect for and understanding of diversity.

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

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

Emphasis in Educational Psychology
12 credit hours (6 credits of required coursework, and 6 elective credits)

Teaching is both an art and a science. It is the field of psychology that provides a significant source of scientific insights into teaching. Through the study of psychology applied to education, M.A.T. students learn about theory and research pertaining to learning, development, and motivation. Educational psychology coursework develops skills in several areas including self-assessment, reflective teaching, interpreting and evaluating research studies in education, and conducting educational research. The study of educational psychology helps current and future teachers to appreciate differences in learning and to adapt teaching to individual learner’s needs. In keeping with the mission of Webster University, M.A.T. students with an emphasis in educational psychology are encouraged to gain “international perspectives” and to develop “a life long desire to learn and a commitment to contribute actively to their communities and the world.”

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

Required courses
EPSY 5130 (formerly SOCS 5130) Educational Psychology 3 hours
EDUC 5800 Applied Research 3 hours (Applied Research also fulfills Social Science major requirement)

Electives
Two courses (minimum of 3 credits per course) pertaining to educational psychology from the following list:

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

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

Emphasis in Educational Technology

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

EDTC 5100 Teaching with Technology: Methods and Materials  
EDTC 5250 Programming Languages (any topic)  
EDTC 5290 Media Applications (any topic)  
EDTC 5330 Theoretical Perspectives (any topic)  
EDTC 5560 Internet Applications (any topic)  
EDTC 5630 Advanced Topics in Classroom Technologies (any topic)

SPED 5290 Collaboration and Cooperative Teaching

SPED 5300 Communicating with Families and Disabled Persons

SPED 5330 Legal Issues in Special Education

SPED 5370 Educating Students with Physical and Health Impairments*

SPED 5480 Learning and Behavior Problems in the Classroom

* These courses are also offered as ECED 5830 Topics in Early Learning.

See Special Education for course listings and course descriptions.

Emphasis in the Middle School/Adolescent Cluster

This group of courses is designed for teachers and other educators who deal with the adolescent.

In addition to SOCS 5000 and EDUC 5460, the following courses are required for the middle school/early adolescent emphasis:

EPSY 5540 Psychology of Early Adolescence

SOCS 5700 Middle School History and Philosophy

Emphasis in Secondary Social Science

This group of courses focuses on the skills and knowledge necessary for teaching social studies in high schools, junior high schools, and middle schools. In addition to the two required courses, the following courses are required for the secondary social science emphasis:

SOCS 5090 Contemporary World Affairs

EPSY 5810 Adolescent Psychology

Emphasis in Humane Education and Character Development

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

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

Required Courses

EDUC 5230 Foundations of Humane Education

SOCS 5050 Studies in Character Education

Electives

COMM 5051 The Role of Narrative in Humane Education

EPSY 5110 Social and Personality Development

SCIC 5090 Experiments in Environmental Education

Gifted Education Certification

A valid Missouri teacher's certificate and the following listed courses are needed before a certificate can be granted in gifted education. State certification is issued through Missouri's Department of Elementary and Secondary Education.

Psychology of the Exceptional Student

9 credit hours from the following (minimum of 2 credit hours per course):

The Gifted Learner

Program Planning and Evaluation: Administration and Supervision
Students interested in pursuing any certification should have their transcripts evaluated and be advised by the Webster University Certification Office.

Course Descriptions

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

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

EPSY 5110 Social and Personality Development (3)
The content of this course focuses on the theories that explain the growth of social concepts (e.g., sharing, friendship, rules, sex roles); the development of values and conscience; and the emerging personality of children and adolescents. Students explore ways of working with children and youth in enhancing the development of these concepts.

EPSY 5130 Educational Psychology (3)
Students explore the nature of human growth and development from the perspective of learning, examine how individuals function within schools, and consider the manner in which self-image impacts on the learning process. Theoretical knowledge and practical applications are stressed.

EPSY 5150 Self-Concept Development (3)
Teachers are given basic objectives and theory related to self-concept development and develop strategies that relate to their specific classroom situations. This course should benefit the school administrator as well as the classroom teacher. The purpose of the course is to provide the student with a complete package of diagnostic techniques, a basic theoretical framework, specific objectives, and teaching strategies that help enhance self-concept development in the classroom.

EPSY 5160 Advanced Child Development (2–3)
Child development is the scientific study of the physical, cognitive, social, and personality changes that occur throughout the childhood years. This course is based on recent research in education and child development that aids the teacher in guiding learning activities of children of preschool age through early adolescence.

EPSY 5170 Behavioral Management (3)
Teachers are acquainted with techniques to understand and change student behavioral patterns, and learn to observe and interpret classroom behavior, drawing from psychodynamic, ecological, humanistic, and behaviorist models. Participants explore various intervention and prevention strategies.

EPSY 5180 Advanced Educational Psychology (3)
In Advanced Educational Psychology students will investigate psychological research pertaining to education, employ researcher’s observational skills and hypothesis testing methods, and discover how the scientific method can be used to improve teaching and learning in schools.

EPSY 5290 Family Counseling (3)
This course is designed for the educator who is interested in providing the student and family with specialized individual attention. Special emphasis is placed on basic communication skills for individual and group work and on various educational and community services that are available to individuals and families. May be repeated for credit if content differs.

EPSY 5370 Counseling (3)
This course focuses on the communication skills teachers can use in working with students, parents, and administrators. The theory and application of at least one counseling approach are examined in depth. The emphasis is on the practical applications of communication skills. May be repeated for credit if content differs.

EPSY 5510 Psychosocial Aspects of Migration (3)
This course examines the psychosocial aspects of migration. 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.

EPSY 5520 Children, Culture, and Violence (3)
Students in this course will research and debate the psychological impact of violence on children. Topics include the effects of violent toys, games, and television and the impact of community violence on the lives of young people. How war or the threat of war affects children's development is studied. Students will critically evaluate violence prevention programs and discover ways to promote peaceful classrooms.

EPSY 5540 Psychology of Early Adolescence (3)
This course focuses on the psychological growth and development of the early adolescent (ages 9-15). Participants examine the physical, intellectual, personality, and emotional development; sexuality; and the social adjustment of the transescent child. The course also explores the relationship of the school environment to the child's development.

EPSY 5810 Adolescent Psychology (3)
This course involves the theoretical and empirical study of adolescence. Topics addressed include physical development, intellectual development, values and moral development, social problems, sexuality, and discipline. Students examine the educational applications for each topic.

EPSY 5880 Psychology of Memory and Learning (3)
Students examine current research concerning information processing, memory, and learning systems. Emphasis is placed on studying metacognitive strategies and the development of expertise.

EPSY 5890 Psychology of Stress (3)
This course focuses on the biological and psychological foundations of stress. Specific techniques for handling school- and classroom-related stressors and tensions are examined.

EPSY 5980 Motivation in the Classroom (3)
This course examines current thinking, theory, and practice regarding achievement motivation. Students will review theories of motivation, including social cognitive, self-determination, goal orientation, and “flow” theory. Implications of these theories for the classroom will be studied, and practices that derive from these theories and concepts will be developed in a course project.

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.

Constitutions, Courts, and Conflict (2-3)
This course examines a variety of ways to enrich the study of the U.S. Constitution and the judicial system in the classroom. A special feature explores the use of law-related strategies (e.g., mediation, negotiation, arbitration) to resolve classroom conflicts. The course provides law-
related teaching strategies (e.g., case studies, mock trials), instructional materials, and resource persons.

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.

Multiculturalism (3)
The purpose of this course is to help participants gain a better understanding of the issue of multiculturalism in society and its impact on curriculum, instruction, and relationships in the educational community.

Multietnic Education (2-3)
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 regarding minority and set gender curriculum issues, as well as the meaning of Eurocentric approaches to the past and present.

School/Parent Relations (3)
Participants in this class examine the relationship among schools, parents, and the community from various social science perspectives, including sociology, anthropology, psychology, and political science. Students draw implications for their work with parents.

Technology and Social Science (3)
This course examines the impact of high technology on the study and teaching of elementary and secondary school social sciences.

SOCS 5010 Social Studies for Secondary Schools (2-4)
This course is designed to assist participants in gaining an overview of significant social studies curricula being used at the secondary level. It also introduces students to the area of historiography, which enables them to understand specific ways students can grasp the historical process.

SOCS 5030 Contemporary World Affairs (2-3)
A crucial feature of the twentieth century has been the globalization of human society. Participants in this course examine the key world issues affecting us, including their origins, current status, and prospects for the future. Particular emphasis is on global survival issues and their interrelationships. May be repeated for credit if content differs.

SOCS 5040 Modern Asian Civilization: Modern China (3)
Students examine the background of Western impact on traditional China, the revolution in China leading to the creation of the People's Republic of China, and current U.S. relations with China. The course focuses on 10 to 15 problem questions using readings and discussions. May be repeated for credit if content differs.

SOCS 5050 Studies in Character Education (3)
This course examines the psychology and application of character and values education as it relates to humane education. Students reflect on the developmental perspectives of prosocial behaviors such as cooperation and compassion. Research on programs that aim to instill student values (e.g., responsibility, prosocial behavior, kindness) are evaluated. Classroom applications of character education programs are explored.

SOCS 5070 Teaching Styles for Adolescents (3)
The focus of this course is teaching strategies, curricular approaches, classroom methods, resources, and materials for working with middle school, junior high, and senior high school students. Discussion covers the practical classroom applications of various theories and research in adolescent development.

SOCS 5080 Topics in Classroom Computing (1-3)
Participants examine a specific topic, programming language, or application methodology for using computers in the classroom, especially in the language arts and the social studies. May be repeated for credit if content varies.

Building Simulations (2-3)
Participants create computer simulations for social studies classroom applications. They develop lesson designs and support materials.

Problem Solving with Computers (2-3)
Class members explore methods of using computers to pose, find, and solve problems in the social studies curriculum.

SOCS 5100 Teaching Critical Thinking Skills (3)
This course examines the curriculum and organizational issues of teaching thinking skills. Class participants explore various approaches to teaching critical and creative thinking, "learning to learn," and problem solving, and evaluate some instructional methods for these skills.

SOCS 5140 Social Conflict Analysis (3)
In this interdisciplinary investigation of social conflict, students employ clinical models for the analysis of personal and national conflict situations. The course emphasizes group interaction and discussion of student work and case studies.

SOCS 5180 Gifted Education Practicum (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 for the gifted. Students must complete an application with the University School Programs Office. Prerequisite: permission of the advisor and University School Programs Office.

SOCS 5190 School as a Workplace (3)
This course focuses on the teacher's own quality of life as a worker in the classroom, school, and educational system. The positive rewards of teaching and negative pressures on teachers are identified through means of the student's own experience as well as outside resources. Students examine the effects of job stress on physical and psychological functioning of teachers and discuss alternative proposals for teachers to improve the quality of their lives in schools.

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

SOCS 5210 In-Service Education (1-4)
Various graduate in-service courses are offered that are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the M.A.T. advisor. May be repeated for credit if content differs.

SOCS 5250 Topics in Economic Education (3)
Students work with new materials in economics education and study selected topics in economics. May be repeated for credit if content differs.

SOCS 5260 Topics in Geography (3)
A combination of work with experimental units in geography as well as geographical concepts, the course is of interest to teachers seeking ways to make geography more relevant to the lives of students. May be repeated for credit if content differs.
SOCS 5270 Frontier American History (1-3)
This course examines the movement of the U.S. frontier, beginning with early Ohio settlements, moving through the Louisiana Purchase era, and ending with the California Gold Rush of 1848 and the Colorado Gold Rush of 1858. Prerequisite: permission of the instructor.

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

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

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

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

Family Transitions (3)
Students in this course examine the impact of modern family dynamics on young children and adolescents. Topics include family stress, blended family dynamics, and single-parent families. Emphasis is placed on the teacher’s role in working with parents and students experiencing these transitions.

Reform and Reality (2-3)
Since the document “Nation at Risk” was published, there has been a significant reaction in the form of programs, coalitions, and projects aimed at school reform. Reform and Reality gives an overview of some of the significant programs, such as the College Board EQ Project and Brown University’s Coalition of Essential Schools Project. The course allows educators a chance to select the successful teaching and learning strategies that can be effectively used in any classroom, even if the school or district has not formally joined a specific reform movement.

St. Louis History (2-3)
Students are engaged in a chronological, thematic approach to teaching St. Louis history within the context of national American history. Use of primary materials and material culture in the classroom is emphasized. Students are expected to produce and teach a St. Louis history lesson plan based on primary materials and to write short papers (two to three pages) based on assigned readings/discussion questions during the course.

Urban Education (3)
This course examines contemporary issues in education through means of discussion, reading, and individual projects. Participants study key controversies, such as busing, open enrollment, the urban school, and teacher movements.

SOCS 5410 In-Service Topics (1-3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the M.A.T. with prior approval of the student’s advisor. May be repeated for credit if content differs.

SOCS 5430 Contemporary Latin American Policies (3)
This course is an interdisciplinary examination of social, political, and cultural developments in Latin America. Specific topics and themes are selected in order to provide in-depth analysis of problems and issues in Latin America.

EDUC 5460 Curriculum Design (3)
This course is required for all M.A.T. degree-seeking students, regardless of their major. It is designed to help individuals plan learning experiences. Students discuss technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

SOCS 5490 Seminars in Social Sciences (1-3)
Seminars are designed to focus on contemporary research and classroom application of these data. May be repeated for credit if content differs.

SOCS 5500 Practicum in Immigrant and Refugee Studies (3)
After exploring the educational, social, and emotional needs of immigrants and refugees, students enrolled in this practicum will work with children and families on a regularly scheduled basis in a community setting. Prerequisite: permission of the instructor.

SOCS 5580 Biographies: People in American Society (3)
Students examine the lives of several significant people in American society who have influenced the course of twentieth-century life. These individuals came from varied social and economic backgrounds and altered history in their own ways. May be repeated for credit if content differs.

SOCS 5690 American Government
This course focuses on the decision-making process in American government by examining several case studies. There will be extensive class discussions and advanced level examination of the dynamics of government in the United States. May be repeated for credit if content differs.

Bill of Rights in Action (2-3)
Participants examine and celebrate the bicentennial of the Bill of Rights of the United States Constitution. They explore the historical content and significant struggles to protect individual rights as well as emphasize the contemporary challenges to fundamental freedoms affecting our everyday lives. The course offers a rich variety of teaching strategies (e.g., case studies, simulations, mock trials, conflict management techniques), a wealth of instructional materials, resource persons (e.g., federal judges), and possible field experiences to observe a trial.

SOCS 5700 Middle School History and Philosophy (3)
Students examine the history of the middle school movement and its evolving philosophy. Implications for school design, organization, and curricula are also studied.

SOCS 5710 Sexuality Education (3)
The purpose of this course is to help participants develop and refine their skills in sexuality education. It is designed for persons in the helping professions, such as K-12 teachers, counselors, social workers, nurses, and others, whose work includes some form of counseling or program administration in the area of sexuality. This course will appeal to professionals from public, private, and parochial institutions because it is designed to help participants promote sexuality education with respect to the philosophy of the school and community.

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

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

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

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

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

Abused and Victimized Children (1-2)
This institute outlines the ways teachers can identify children and youth who are or have been victims of physical, sexual, or psychological abuse or neglect. Students discuss productive ways of working with the student, with the counselor, and with family members. Class members identify community resources for coping with the family problem.

Children of Divorce (1)
This institute helps students examine how children and adolescents are affected by divorce and separation. Participants explore methods for supporting children who have experienced their parents’ separation or divorce, currently or in the past.

Colonial Williamsburg Field Study (3)
Enjoy a field-based course where pre-service students will be engaged in the Living History museum at Colonial Williamsburg, Virginia, and will be exposed to new pedagogical practices in the field of the social sciences. Theoretical paradigms from multiple intelligences, constructivism, living history, and museum interpretation will be explored. Students will live in the historic museum for 4 days/3 nights and immerse themselves in eighteenth-century Virginia culture. Expert historians, interpreters, social studies educators, archivists, and curators along with a professor and master teacher will lead the course. This course will meet certification methods requirements for elementary, middle, and secondary certification in social studies.

Juvenile Law (2-3)
This course examines the evolution of laws governing youth, family, and our social institutions (e.g., schools), with a special focus on the rights and responsibilities of parents, children, and schools in contemporary society. The course provides a variety of instructional strategies focusing on teaching about responsibility and law.

Psychology of the Adolescent Girl (1)
Psychological and educational research indicates that between grades 7 and 12 American adolescent girls become less ambitious, less confident, less assertive, and more fatalistic. It appears that they make less progress than boys in psychological development and moral reasoning. Educators who have an understanding of the psychology of adolescent girls can work to counteract these negative developmental trends. Through lecture, discussion, films, reading, and activities, we study adolescent girls and begin to formulate new strategies for working with them.

Teaching with Living History (3)
Students explore the issues, philosophies, and methodologies in teaching using living history in grades K-12. Topics include oral interpretation, oral history, museum education theory and practice, living history museums, virtual field trips, History Alive!, and Colonial Williamsburg curriculum materials. Students will portray a person from the past and conduct oral history interviews.

Understanding the African-American Child (2-3)
This course is intended to provide students with research and data about issues in the black experience that affect motivation, discipline, and cognition. Information is shared about learning styles, the psychology of performance, curriculum materials, and teaching strategies that can be applied to classroom instruction.

Using International Education Resources (2)
This course explores methods for demonstrating the globalization of our culture. The class covers materials and resources for working with topics such as international trade, immigrants, and international culture and politics.

Working with Alcoholic Families (2)
This institute focuses on how teachers can detect pupils who come from alcohol-abusing families, or students who themselves are alcohol abusers. Participants examine self-awareness of one’s own experience, knowledge, and attitudes about the topic. Discussions include how to work with students whose behaviors and performances are directly or indirectly affected by alcohol abuse and other drug abuse by family members.

SOCS 5760 Middle School Curriculum and Instruction (3)
Students examine curricular and instructional strategies for the middle school. Interdisciplinary curricula, evaluation of instruction and learning, instructional technologies, and personalization of learning are discussed.

SOCS 5790 Education and Individual Rights (3)
This course covers trends in education relating to development of legal rights and responsibilities among teachers, parents, students, and schools. May be repeated for credit if content differs.

EDUC 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.

SOCS 5840 Comparative Educational Systems (3)
Comparing educational systems from various countries increases international understanding and provides insights into our own education methodology and values. Each participant is responsible for researching a particular system and providing an abstract for class evaluation and discussion.

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

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

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

SOCS 5920 Meeting the Affective Needs of Gifted Children (3)
This course reviews the affective needs of gifted students and ways to provide services to meet those needs. Students study the social and emotional development of the gifted child. They address the issues of self-esteem, underachievement, leadership, and social relationships, and discuss helping the families of gifted children.

SOCS 5930 Screening, Assessing, and Evaluating Gifted Students (3)
This course is for graduate students who are pursuing certification in gifted education. Theory of testing, analysis of standardized tests, development of testing procedures, and analysis of test data for the gifted are covered. Emphasis is on intelligence testing, assessment of creativity, and interpretation and integration of test data.

SOCS 5940 Gifted Program Planning and Evaluation (3)
This course offers an understanding of administration and supervision of gifted programs and provides students already familiar with the educational theory and models in gifted education with an overview of the skills needed to plan and supervise a defensible program for gifted and talented students. Topics in identification, curriculum design, in-service preparation, grant writing, and community relations are covered.

SOCS 5970 The Gifted Learner (3)
Participants in this course examine current issues in the field of education for the gifted. Programs, teaching methods, and curriculum for the gifted are presented in the course.

SOCS 5990 Independent Scholar (1-3)
M.A.T. graduates with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. Prerequisite: must be an M.A.T. graduate. May be repeated for credit if content differs.

SOCS 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (A.G.C.) project is the culminating experience in the A.G.C. program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an M.A.T. class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student’s place of employment. Prerequisite: permission of the A.G.C. coordinator.
Special Education

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

The goals of the special education major are to cultivate graduates who are:

1. knowledgeable of the history of special education, characteristics of students with disabilities, and principles and foundations underlying best practices;
2. 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;
3. 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
4. capable of recognizing, valuing, and responding to the unique individual abilities and differences of students with special needs.

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

Special education majors are required to complete 33 credit hours, 21 of which must be in special education. The following courses are required for all special education majors:

- EDUC 5460 Curriculum Design, 3 hours
- EDUC 5800 Applied Research
- SPED 5500 Socioemotional Development: Child with Special Needs, 3 hours
- SPED 5660 Cognitive Development: Child with Special Needs, 3 hours
- SPED 5880 Integrating Resources: Community, School, and Familiy, 3 hours

In addition, special education majors are required to complete 9 credit hours of special education courses.

Emphasis in Emotional and Behavioral Disorders
The emphasis area in emotional and behavioral disorders consists of the following coursework:

- SPED 5315 Assessment, Evaluation, and Diagnosis of Emotional and Behavioral Disorders, 3 hours
- One of the following:
  - SPED 5314 Children and Youth with Emotional and Behavioral Disorders, 3 hours
  - SPED 5280 Attention Deficit Disorder, 2-3 hours
  - SPED 5220 Topics in Special Education: Teaching Students with Autism, 2-3 hours
  - Teaching Students with Autism
  - Issues in Juvenile Delinquency
  - Working with Students with Alcohol and Drug Abuse Disorders
  - Teaching Students with Emotional Problems
  - Traumatic Brain Disorders in Children and Youth
  - Students At-Risk for Failure

- One of the following:
  - SPED 5316 Instructional Methods for Students with Emotional and Behavioral Disorders, 3 hours
  - SPED 5290 Collaboration and Cooperative Teaching, 3 hours
  - SPED 5340 Planning Transition, 3 hours

- One of the following:
  - SPED 5250 Behavior Management for Children with Special Needs, 3 hours
  - SPED 5317 Psychoeducational and Cognitive-Behavioral Interventions, 3 hours
  - SPED 5350 Enhancing Social Competency in Children with Special Needs, 3 hours

- One of the following:
  - SPED 5270 Advocating for Students with Disabilities, 3 hours
  - SPED 5330 Legal Issues in Special Education, 3 hours

Emphasis in Inclusive Education
The emphasis in inclusive education is designed to provide classroom teachers, regular and special educators at the preschool, 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 12 required credit hours in special education, 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:
School of Education  
Graduate Program

Special Education

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 capacity of special educators to provide individualized and appropriate educational opportunities to all children. In order to apply for the intensive certification endorsement program in severe developmental disabilities, the applicant must hold a valid Missouri Teacher's Certificate in Mild/Moderate: Learning Disabilities, Mental Retardation, Behavior Disorders, Physical and Other Health Impairments, or Cross-Categorical Disabilities.

In addition to the 12 credit hours of required coursework for an M.A.T. in special education, the emphasis in severe developmental disabilities consists of the following four courses:

- **SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities** (3 hours)
- **SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities** (3 hours)
- **SPED 5313 Augmentative and Alternative Communication for Students with SDD** (3 hours)
- **SPED 5090 Special Education Practicum: Severe Developmental Disabilities** (1-3 hours)

**Emphasis in Learning and Academic Disorders**

The emphasis area in learning and academic disorders offers an advanced program of study in the identification, assessment and evaluation, programming, and instruction of children and youth with or at risk for academic disorders. The program is designed to develop a specialized knowledge base of effective psychoeducational practices for teachers (in both general and special education classrooms) and educational consultants who are responsible for the education of students with academic challenges.

In addition to the 12 credit hours of required coursework for an M.A.T. in special education, the emphasis in learning and academic disorders consists of the following coursework:

- **SPED 5413 Assessment, Evaluation, and Diagnosis of Learning and Academic Disorders** (3 hours)
- **SPED 5414 Children and Youth with Learning and Academic Disorders** (3 hours)

**Emphasis/Certification**

**Endorsement in Severe Developmental Disabilities**

One of the following:

- **SPED 5411 Instructional Methods for Students with Mental Retardation** (3 hours)
- **SPED 5412 Instructional Methods for Students with Learning Disabilities** (3 hours)

One of the following:

- **SPED 5080 Planning for the Inclusive Classroom** (3 hours)
- **SPED 5090 Curricular and Instructional Adaptations** (3 hours)
- **SPED 5250 Behavior Management for Students with Special Needs** (3 hours)
- **SPED 5260 Career Preparation for Students with Special Needs** (3 hours)
- **SPED 5290 Collaboration and Cooperative Teaching** (3 hours)
- **SPED 5310 Education for Adolescents with Special Needs** (3 hours)
- **SPED 5320 Learning Strategies: A Cognitive Approach to Exceptional Learners** (3 hours)
- **SPED 5340 Planning Transition** (3 hours)

One of the following:

- **SPED 5270 Advocating for Students with Disabilities** (3 hours)
- **SPED 5330 Legal Issues in Special Education** (3 hours)

* These courses are also offered as ECED 5830 Topics in Early Learning.

**Special Education and Initial Teacher Certification (Missouri)**

Special education majors may enroll concurrently in coursework required for a Missouri initial teaching certificate in special education. Students should contact their faculty advisor for a program of study in special education designed especially for certification seeking students. For more information on the requirements for Missouri teacher certification, please contact the Webster University Office of Teacher Certification. Please note: Teacher certification programs are only available at the Webster University main campus (St. Louis, Missouri).

**Course Descriptions**

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

**EDUC 5080 Planning for the Inclusive Classroom (3)**

This course introduces the key factors underlying successful planning for the inclusive classroom. Following an examination of the philosophical and legal bases underlying inclusion, students explore issues related to change and educational reform, increasing disability awareness, team building, action planning, using natural supports, and problem-solving strategies.

**EDUC 5090 Curricular and Instructional Adaptations (3)**

This course offers a framework for adapting the regular classroom environment to meet the diverse needs of students, including those with disabilities. Curriculum adaptations, instructional modifications, and environmental accommodations are explored as strategies to support students with special needs in the regular classroom.

**SPED 5010 Methods of Teaching Mathematics for Disabled Learners (3)**

This is a graduate level course that focuses on the development of mathematics instruction for students with special needs. Prerequisite MATH 4310 and SPED 5860 Psychology of the Exceptional Student.

**SPED 5020 Assistive Technology for Students with Special Needs (2-3)**

This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate hardware and software in relation to a student's specific disability.
School of Education
Graduate Program

Special Education

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

SPED 5040 Analysis and Correction of Reading Disabilities (3)
This graduate level course focuses on the identification and characteristics of students with significant reading disabilities requiring special education services. The focus is on the course in on informal and formal assessment procedures, diagnosis and intervention. Prerequisite: COMM 5820 Foundations in Reading Instruction or COMM 5830 Emergent Literacy and SPED 5240 Psychoeducational Assessment I. This course does not count toward reading certification or an emphasis in reading.

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

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

Practicum: Learning Disabled 1-3 hours
Practicum: Behavior Disorders 1-3 hours
Practicum: Mentally Handicapped 1-3 hours
Practicum: Severe Developmental Disabilities 1-3 hours
Practicum: Cross-Cat 1-3 hours

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

SPED 5210 In-Service Education (1-4)
Webster offers various graduate in-service courses that are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the M.A.T. advisor. May be repeated for credit if content differs.

SPED 5220 Topics in Special Education (1-3)
Students in this course explore, in depth, specific topics in the education of children with special needs. Topics are selected that promote the integration of these children into the mainstream of education. Topics vary. May be repeated for credit if content differs.

SPED 5230 Program Models in Special Education (3)
This course focuses on programs developed for the population of students receiving special education services. The content explores philosophy, theoretical framework, curriculum, methodology, learning environment, teacher and student roles, and parent involvement. Students replicate portions of specific models and develop teaching strategies that would be characteristic of particular models. Special attention is given to mainstreaming approaches.

SPED 5240 Psychoeducational Assessment I (3)
This course examines assessment of students with learning difficulties. A review of the statistical properties of standardized instruments and the social and legal issues in testing is presented to provide a framework from which students examine instruments of intelligence, language, perception, motor skills, academics, and behavior. The information derived from these instruments is used to determine specific strengths and weaknesses in individual students using a case-study approach.

SPED 5250 Behavior Management for Children with Special Needs (2-3)
Students are introduced to the principles and techniques of behavior management appropriate to the needs of individual students with disabilities. Content includes identifying problem behaviors, functional behavior assessment, direct and indirect observational techniques, preventative and pre-correction techniques, methods to strengthen, replace or weaken behavior, measurement techniques, and program evaluation. Students develop a case study and behavior intervention plan.

SPED 5260 Career Preparation for Students with Special Needs (3)
This course presents teachers with career development concepts and techniques for preparing students with special needs to make the successful transition from school to working and living in the community. Career education models and programming strategies are presented for elementary through secondary educational levels, with emphasis on adolescents. Prerequisite: SPED 5860 Psychology of the Exceptional Student.

SPED 5270 Advocating for Persons with Disabilities (3)
Students examine the role of teachers, parents, and professionals in advocating for appropriate services for persons with disabilities. Special emphasis is on the parent-professional relationship, civil rights, due process, participation in educational planning, and advocating for fuller inclusion.

SPED 5280 Attention Deficit Disorder (2-3)
Students examine in depth the characteristics of attention deficit disorder and review educational strategies and interventions that can be implemented within educational settings.

SPED 5290 Collaboration and Cooperative Teaching (3)
This course focuses on professional collaboration, including teachers working together (collaborative consultation, cooperative teaching, or class within a class, teacher teams, and peer coaching) as well as students working together (classwide peer tutoring and cooperative learning). Participants will learn to use various collaborative structures, effective cooperative teaching techniques, problem-solving methods, and content enhancement devices.

SPED 5300 Communicating with Families and Disabled Persons (3)
The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individual and his or her family.

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

SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities (3)
This course examines the use of standardized and ecologically based assessments in all areas of skill development. Coursework includes the opportunity to examine and use a number of different assessments.
SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities (3)
This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities in integrated settings. Curriculum and instructional strategies in the areas of domains, 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 (3)
This course introduces strategies for enhancing the functional communication skills of students with severe disabilities. 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. Content includes assessment procedures of externalizing and internalizing disorders, as well as social competency and sociocultural development. Interpretation of assessment findings is presented in a written evaluation report including a diagnostic formulation and recommendations for intervention. Students are expected to plan and conduct a functional behavior assessment and environmental inventory, administer a variety of child behavior questionnaires, conduct a structured interview, and develop an administer a sociogram.

SPED 5316 Instructional Methods for Students with Emotional and Behavioral Disorders (3)
Focuses on educational programming of students with emotional and behavioral disorders including IEP development, instructional techniques, curricular modifications, scheduling, classroom management tactics, individual behavior management plans, and psychoeducational strategies. Students are expected to register in a concurrent practicum of 1-3 credit hours. Prerequisite: SPED 5240 Psychoeducational Assessment I.

SPED 5317 Psychoeducational and Cognitive-Behavioral Interventions (3)
This course examines a variety of psychoeducational and cognitive-behavioral interventions applicable to students with emotional and behavioral disorders. Intervention strategies include life space intervention, group meetings, bibliotherapy and mutual storytelling, self-management, rational emotive therapy and education, stress inoculation, anger control, and self-instructional training. Students are expected to design and implement a selected intervention.

SPED 5320 Learning Strategies: A Cognitive Approach to Exceptional Learners (3)
This class focuses on the theoretical basis and the application of metacognitive approaches to the education of exceptional students.

SPED 5322 Learning Strategies: A Cognitive Approach to Exceptional Learners (3)
This course examines a variety of strategies and curricula designed to promote social competency and self-regulation in children and youth. Examples of curricula that focus on social skills, problem solving, cooperation, friendship, and self-awareness are studied critically. Students are expected to select and instruct a specific curriculum with students with special needs.

SPED 5360 Psychoeducational Assessment II (2)
This course is designed to provide students with skills in administering, scoring, and interpreting individual assessment instruments. With the consent of the instructor, each student selects one or more assessment tools to administer and score. Interpretation focuses on the information provided by the instrument(s) administered and how this information fits into a total assessment battery. Prerequisite: SPED 5240.

SPED 5370 Educating Students with Physical and Health Impairments (3)
This course explores the academic, psychosocial, and physical needs of individuals with a variety of health impairments, including chronic illnesses. Emphasis is on adaptations for the regular education classroom.

SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3)
This course is designed to prepare the teachers of students with mild/moderate learning disabilities, behavior disorders, mental retardation, and physical and other health impairments to develop instructional strategies and curricula to provide an effective program in a range of placement settings, with an emphasis on inclusive placements. It emphasizes a metacognitive approach to instruction based on the functional analysis of the learning behaviors. It makes constant reference to a team model of planning and delivery, including the parents, regular education teachers and administrators, and support specialists. Prerequisite: SPED 5240.

SPED 5381 Methods for Students with Mild/Moderate Disabilities II (3)
This course introduces pre-service special education teachers to the curriculum, organizational strategies, and instructional techniques appropriate to the needs of students with mild/moderate disabilities, with a focus in the content areas of physical education, health, art, music, science, child and adolescent literature and social studies (government, geography and economics). It emphasizes the use of technology in adapting the regular curriculum based on a functional assessment of the curriculum and learner behavior. The course emphasizes team planning and delivery, including parents, regular education teachers, administrators, and support specialists. Prerequisite: SPED 5240.

SPED 5410 In-Service Topics (1-3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the M.A.T. with prior approval of the student's advisor. May be repeated for credit if content differs.
Special Education

SPED 5411 Instructional Methods for Students with Mental Retardation (3)
Focuses on educational programming of students with mental retardation, including IEP development, instructional techniques, curricular adaptations and modifications, scheduling, classroom management tactics, and metacognitive strategies. Students are expected to register in a concurrent practicum of 1-3 credit hours. Prerequisite: SPED 5240 Psychoeducational Assessment I.

SPED 5412 Instructional Methods for Students with Learning Disabilities (3)
Focuses on educational programming of students with learning disabilities, including IEP development, instructional techniques, curricular adaptations and modifications, scheduling, classroom management tactics, and cognitive and metacognitive strategies. Students are expected to register in a concurrent practicum of 1-3 credit hours. Prerequisite: SPED 5240 Psychoeducational Assessment I.

SPED 5413 Assessment, Evaluation, and Diagnosis of Learning and Academic Disorders (3)
Students explore a variety of academic and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected academic disorders. Functional behavior assessment and analysis of academics, task analysis, and ecobehavioral assessment will be examined in depth. Students are expected to work intensively. Interpretation of assessment findings is presented in a written evaluation report including a diagnostic formulation and recommendations for intervention. Students are expected to plan and conduct a functional assessment of cognitive and academic skills across the academic areas, integrated with formal assessment data.

SPED 5414 Children and Youth with Learning and Academic 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, academic disorders. The course content focuses on current issues and practices regarding characterizations, identification, and placements specific to this population of students with learning disabilities or mental retardation.

EDUC 5460 Curriculum Design (3)
This course is designed to help individuals plan learning experiences. Technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation are discussed. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

SPED 5480 Learning and Behavior Problems in the Classroom (3)
This course updates classroom teachers on effective teaching practices and strategies designed specifically for students with learning and behavior problems. Focus is placed on strategies that enhance the success of all students in the regular education setting, including elementary, middle, and high school.

SPED 5500 Socioemotional Development: Child with Special Needs (3)
This course addresses the implications of theories and research in the areas of social and emotional development of children with special needs. Students explore the relationship between cognitive development and social and emotional development. Emphasis is placed on investigation of environments and interactions that foster trust, self-regulation, self-esteem, social competence, and interdependence.

SPED 5660 Cognitive Development: Child with Special Needs (3)
This course focuses on the implications of current research in the area of cognitive development and learning theory on the education of children with special learning characteristics. Students examine advances in research on metacognition, executive control strategies, and psycholinguistics, and explore applications to individualized education.

EDUC 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.

SPED 5830 Evaluation (3)
This course is designed for all educators who wish to explore the importance of formal and informal evaluation procedures as related to the instructor in the classroom. Evaluation will: “review” the concepts of assessment and measurement, study curriculum-based evaluation, teaching and decision making, and explore issues such as national standards, functional curriculum and behavior assessments, and social/cultural transformations in education as related to the ethics of evaluations.

SPED 5860 Psychology of the Exceptional Student (3)
This course focuses on students gaining an understanding of the abilities and disabilities of children who are commonly identified as exceptional or handicapped. Attention is given to the psychological and educational needs of these children and the instructional organization employed to meet such needs.

SPED 5880 Integrating Resources: Community, School, and Family (3)
This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. They study methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships. They review models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents, and they examine collaboration strategies for interdisciplinary team efforts.
Program Description

The education specialist (Ed.S.) degree offers two majors: Education Leadership and School Systems, Superintendency and Leadership.

The Ed.S. 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 Ed.S. 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 Ed.S. program with the certification program must work with their advisor and Ed.S. faculty to meet certification requirements and document performance. Students in the education leadership major can work toward elementary, middle, or high school principal certification as well as special education director. 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 Ed.S. requires satisfactory completion of 33 credit hours of curriculum combined with a master’s degree in education or a related field. Students seeking administrative certifications must also hold valid teacher certification for the appropriate grade level or specialty area.

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.

The Ed.S. 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.

Advancement to Candidacy

The student is advanced to candidacy when the portfolio or other approved documentation method is approved.

Ed.S. In Education Leadership

The following are required courses for the Ed.S. program in education leadership:

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<thead>
<tr>
<th>Course Description</th>
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<td>LEAD 6001 Foundations in Educational Leadership</td>
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<td>LEAD 6002 School Administration and Resource Management</td>
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<td>LEAD 6003 Instructional Leadership</td>
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<td>LEAD 6005 Internship in Educational Administration</td>
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<tr>
<td>LEAD 6006 Advanced Internship (optional)</td>
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<tr>
<td>LEAD 6007 Topics in Educational Leadership</td>
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<td>LEAD 6008 Foundations in Special Education Administration</td>
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<tr>
<td>LEAD 6009 Leadership Seminar</td>
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Location

Ed.S. courses are offered at the home campus in St. Louis.

Course Descriptions

LEAD 6000 Introduction to Education Leadership (1)

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 Ed.S. degree goals.
LEAD 6001 Foundations in Educational Leadership (5)
This course helps students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. Students analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process. They employ active inquiry, experimentation, and reflection to investigate issues of race, ethnicity, gender, disability, equity, social justice, and ethics examining the impact of these issues in urban, rural, and suburban contexts. Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6002 School Administration and Resource Management (5)
Students will study theories, concepts, and models utilized in supervising school personnel and resources. They will identify and analyze legal issues, school policies, state and federal statutes, and case law that form the framework for the daily operation of a school system. Research and professional discourse will guide inquiry into strategies for problem solving, conflict resolution, decision making, and team building. Students will simulate and evaluate techniques used in policy development and implementation. They will also investigate techniques used for successful staff recruitment, training, and performance-based improvement programs. Exemplary practices for sound business and facilities management will also be articulated. Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6003 Instructional Leadership (5)
This block is designed to provide students with content and site-based experience related to multiple aspects of effective instructional leadership. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; utilizing data for curriculum alignment and instructional improvement; characteristics of effective instructional leaders; role of technology in education; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader at the elementary, middle, and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection. Prerequisites: competency in statistical analysis and LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6004 Leadership and Collaboration (5)
In this course students will explore a variety of theories, concepts, and models utilized when implementing partnerships. They will investigate the uses and applications of community and school resources in supporting families and children through research, field visits, and professional discourse. Students will analyze techniques for interacting with stakeholders and examine collaboration in interdisciplinary team efforts. Emphasis will be placed on models of communication, problem solving, conflict resolution, decision making, and team building principles and skills. Emphasis will also be placed on exemplary practices in the development of community information, networking, support systems, public relations, and media. Issues of grant identification, proposals, implementation, and evaluation will also be explored in relation to their impact on collaborative processes. Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6005 Internship in Educational Administration (1)
The Internship in Educational Administration is a clinical experience that is supervised, supported, individualized, advanced professional study. It offers opportunities for interns to integrate practice with philosophy, theory, and research. The Interstate School Leaders Licensure Consortium (ISLLC) standards and the Missouri Standards for Teacher Education Programs (MoSTEP) require entry-level administrators to demonstrate competence related to specific knowledge, dispositions, and skills. The central purpose of the Internship in Educational Administration is to offer interns opportunities to develop and document their achievements and mastery of the performance standards necessary for effective school leadership. Prerequisite: enrollment in the related 5-credit-hour course (block course). This course may be repeated.

LEAD 6006 Advanced Internship (1-3)
This course offers students the opportunity to extend or add to site-based application experiences. Students may continue 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.

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: Literature
This topics course focuses broadly on leadership as expressed in various literary genres including novels, biographies, and autobiographies. Leadership theories will be tested and refined through careful study of leaders from business, government, the military, science, and the arts.

Topics in Leadership: Film
This topics course focuses on analysis of theories of leadership through the presentation of leaders in film. Both documentaries and popular films will be analyzed.

Topics in Leadership: Technology
This topics course focuses on new technologies which enable leaders to more effectively communicate; collect, analyze, and use data; and continue professional learning.

Topics in Leadership: Leadership at the Millennium
This topics course focuses on the changing social context and the evolving roles of leaders in the new millennium.

Topics in Leadership: A Cross-cultural Experience
This travel abroad experience offers opportunities for participants to study various culturally defined conceptions of leadership.

Topics in Leadership: Higher Education
This topics course focuses on leadership in the changing world of higher education.
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: Literacy
This course focuses on the work of administrators in developing a print-rich environment, choosing and designing curriculum, and offering professional development that supports students and family literacy.

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 Ed.S. degree in education 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 competencies is the culminating experience of both the course and the program. Prerequisite: 27 credit hours in the Ed.S. program.

Course Descriptions

SSSL 6019: School Systems, Superintendency and Leadership: Educational Foundations (3)
This course assists leaders of the school district in understanding the historical aspect of school districts and how the beginning influences education today. Leadership at the district level will be examined. The school leadership student will study the role of the district administrator as an educational leader. The students will develop an understanding of the theory and research that describe the effective school and will identify specific strategies to implement that knowledge in order to lead a high performing learning community. Students will employ active inquiry, experimentation, and reflection to investigate issues of ethnicity, gender, disability, equity, social justice, and ethics. Students will consider the impact of these issues in urban, rural, and suburban contexts. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6020: Research I (2)
This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning in the area of educational research. Students will evaluate educational research methodology; compare various types of research: action research, qualitative and quantitative educational research; examine internal and external validity; sampling methods; data analysis, and components of research reports. The course will include a discussion and procedures and skills necessary for the critical review of educational research. Students will have an increased knowledge of educational research, and how it applies to education and the school improvement process. Students will also have opportunities to interpret and analyze test results and data and develop strategies for improvement of academic achievement. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6021: Research II (2)
This course allows the instructor to model effective instructional practices and provides opportunities for hands-on learning, interpreting and analyzing test results and data for the purpose of school improvement. Other topics will include the following: use of data to align curriculum and objectives, strategies of communicating results and implementing change. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not counted toward this program.

SSSL 6022: School Systems, Superintendency and Leadership: Special Education and Law (3)
Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA 1997 Reauthorization, Zero Reject, Testing, Classification, Placement, Appropriate Education, LRE, Due Process, Parent Participation and Shared Decision Making, Compliance through the Courts, and School Reform. Students will increase their knowledge and understanding of the 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 (1997), Section 504 of the Rehabilitation Act of 1973, NCLB and the Americans with Disabilities Act. This course examines of 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. There will be extensive reading and research required to successfully complete this course. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6023: Internship in School Systems School Systems, Superintendency and Leadership (1) (to be repeated 5 times)
The internship in ethical leadership is a clinical experience that is supervised, supported, individualized and advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for:

  a. Examination of presumptions about leadership and values
  b. Discussion and application of readings to schooling and leadership
  c. Design and implementation of an individualized Ethical Leadership Development Plan.
Education Specialist (Ed.S.)

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

SSSL 6024: School Systems, Superintendency and Leadership: Law (2)
This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:
- a. Knowledge of structure/function of the American Court System
- b. How statutory/case law impact the public school
- c. Litigation in regard to FERPA, and NCLB
- d. Gender based decision-making
- e. Student rights
- f. First and fourth amendments
- g. High stakes testing

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

SSSL 6025: School Systems, Superintendency and Leadership: Administration (3)
This course is an overview of rural, suburban and urban education, school-community relations and school politics: principles, concepts, and issues at the federal, state and local level. The course will address organizational development, the benefits of mobilizing resource – time, money and people. It will include techniques of structuring a school district environment that identifies institutional needs for diversity and concerns the leadership and administrative tasks of the superintendent.
The course focuses on the following areas:
- a. Strategic plans and system theories.
- b. Organizational development and operational procedure as it relates to the district level.
- c. Collaborative skills in regard to working with district stakeholders and responding to and mobilizing community resources.
- d. Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

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

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:
- a. Demonstrate and apply a basic understanding of the principles of sound financial management.
- b. Identify the contribution of education to the economy.
- c. Identify the major components of developing, implementing, changing and evaluating a school district budget.
- d. Identify and apply the processes of financial accounting, auditing and reporting.
- e. Identify and apply school finance concepts.
- f. Evaluate and reallocate financial resources to improve student results.

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:
- a. Be knowledgeable of the foundations, techniques and principles related to educational facility planning.
- b. Learn the role of the school administrator in modernizing, maintaining, and operating an existing facility.
- c. Explore the role of the school administrator in building a new facility.
- d. Have hands on opportunities to forecast enrollment.

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 procedurals issues; human resources planning; recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not counted toward this program.

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:
- a. Be knowledgeable of the foundations, techniques and principles related to educational facility planning.
- b. Learn the role of the school administrator in modernizing, maintaining, and operating an existing facility.
- c. Explore the role of the school administrator in building a new facility.
- d. 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 in 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:
- a. Understand broad application/impact and results of curriculum across a school district.
- b. Assess and analyze core data in relation to schools and district goals, performance, and learner outcomes.
- c. Connect learner outcomes to professional development, teacher training and performance.

Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.
SSSL 6030: School Systems, Superintendency and Leadership: Supervision (2)
This course will expand the student's knowledge and experience beyond school building level administration and leadership to that of a much wider perspective, the school system/district. The student will:

a. Understand the relationship between effective communication and interpersonal relationships.

b. Understand the effects of one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

c. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices. Identify the components of an effective lesson.

d. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.

e. Explore professional (staff) development and renewal options.

f. Assess data related to student learning are used to develop the school vision and goals. The vision shapes the educational programs, plans, and actions.

g. Research state law and district policy that direct employee sanction and termination.

h. Develop effective mentoring procedures.

i. Develop supervision alternatives to enhance professional growth and development.

j. Critique evaluation models for non-certificated employees.

k. Understand the relationship between effective communication and interpersonal relationships.

l. Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

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

SSSL 6031: Seminar in School Systems, Superintendency and Leadership: 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.

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

SSSL 6032: 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 & 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.

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

Program Description

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

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

The combined degrees programs are offered only at the St. Louis area locations. Additionally, students seeking the B.S./M.S. in computer science may complete this program in either St. Louis or Orlando; and students seeking the B.A./M.A. in finance may complete this program in either St. Louis or Kansas City. Also, students pursuing a sequential degree in computer science (B.S.) in St. Louis and Orlando may apply for admission for a sequential combined B.S./M.S. degree program in computer science.

Acceptance and Advancement to Candidacy

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

Academic Performance

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

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

Students dismissed from this accelerated program are eligible to pursue the traditional graduate degree program at Webster University, subject to the policies stated in the current Graduate Studies Catalog.

Continuous Enrollment

Students in the accelerated degrees program must maintain consecutive and consecutive enrollment at Webster University. Students who miss more than two consecutive 8-week or 9-week terms will be withdrawn from the program. For exceptional reasons, students may request a waiver of this requirement from the appropriate dean.

Because of the special accelerated nature of this program, no coursework will be permitted to be transferred into the graduate component of the program. Transfer courses may be used only to meet undergraduate requisite course requirements, and then only if taken before acceptance into the program.

General Requirements

Students in the undergraduate component of the combined degrees program are subject to the policies and procedures outlined in the current Undergraduate Studies Catalog, with the addition or exception of acceptance/advancement to candidacy, academic performance, and continuous enrollment requirements detailed in this section.

Students in the graduate component of the combined degrees program are subject to the policies and procedures outlined in the current Graduate Studies Catalog, with the addition or exception of acceptance/advancement to candidacy, academic performance, and continuous enrollment requirements detailed in this section.

B.A., B.B.A., or B.S./M.A.

Combinations

Admission

Students seeking combined degrees must submit an application for the combined program along with a signed letter of agreement.

General Requirements

By completing a block of requisite courses for the declared graduate major, students may combine their liberal arts undergraduate major with a more career-oriented graduate program. Most undergraduate majors leading to a bachelor of arts, bachelor of business administration, or bachelor of science degree can be combined with any of the following graduate programs as long as the requisite courses for the graduate program have been met.

M.A. in gerontology
M.A. in human resources development
M.A. in international relations
M.A. in legal analysis
M.A. in legal studies
M.A. in management and leadership
M.A. in marketing
M.A. in media communications
M.A. in media communications with an area of emphasis in public relations or advertising/marketing communications
M.A. in music

Graduate course descriptions are included in the M.A. and M.B.A. Majors/Emphasis and Course Descriptions section of the current Graduate Studies Catalog. For undergraduate course descriptions, please refer to the appropriate sections of the Undergraduate Studies Catalog.

M.A. in Gerontology

Undergraduate Requisite Courses

MULC 2010 Introduction to Multicultural Studies
MNGT 2100 Management Theory and Practices
PHIL 2340 Ethics, Health Care, and Technology or RELG 2450 Death and Dying
PSYC 2030 Human Development

Core Courses

PSYC 3950 Organizational Behavior or MNGT 3400 Human Resource Management
PSYC 3250 Introduction to Counseling, MNGT 3500 Marketing, or MNGT 3550 Public Relations
GERN 5600 Economic Issues for Older Adults
GERN 5630 Psychology of Aging

Graduate Courses

GERN 5600 Economic Issues for Older Adults
GERN 5620 Physiology of Aging
GERN 5640 Management of Programs for Older Adults
GERN 5660 Research and Assessment in Gerontology
GERN 5670 Social Science Perspectives in Gerontology
GERN 6000 Integrated Studies in Gerontology

Elective Courses

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

M.A. in Human Resources Development

Undergraduate Requisite Courses

PSYC 1030 Introduction to Psychology
MNGT 2100 Management Theory and Practices
Combined Degrees

Other Programs
Graduate Program

MNGT 3400 Human Resource Management
PSYC 3100 Psychology of Learning and Cognition, or MNGT 3450 Principles of Organizational Behavior

Core Courses
MNGT 4450 Organizational Development, or MNGT 4400 Personnel Law
MNGT 4600 Contemporary Human Resource Strategies, or MNGT 4500 Professional Development of Managers
HRDV 5000 Introduction to Human Resources Development
HRDV 5610 Training and Development

Graduate Courses
HRDV 5620 Interpersonal and Organizational Communications
MNGT 5590 Organizational Behavior
HRDV 5750 Research and Assessment Methods in Human Resources Development
HRDV 6000 Integrated Studies in Human Resources Development

Elective Courses
The combined degree in human resources development requires four elective graduate courses in addition to the courses listed.

M.A. in International Relations

Undergraduate Requisite Courses
POLT 1050 Introduction to International Politics
POLT 1080 Introduction to Comparative Politics, or POLT 2250 Politics in the Industrialized World, or POLT 2550 The Politics of Development
INTL 1500 The World System Since 1500
HIST 3100 Diplomatic History, or HIST 3150 International Affairs, or INTL 3100 International Political Economy, or POLT 3310 Conduct of Foreign Policy, or MNGT 3400 Comparative Politics

Core Courses
HIST 4100 Advanced Studies in International Affairs, or INTL 4280 International Economics, or POLT 4100 Advanced Studies in International Politics, or POLT 4400 Advanced Studies in Comparative Politics (All courses are the same content),
POLT 4600 Political Science Seminar (with INTL content), or HIST 4600 History Seminar (with INTL content), or INTL 4600 International Relations Seminar (with INTL content)
INTL 5100 Research Methods and Perspectives
INTL 5510 Theories of International Relations

Graduate Courses
Three courses from Interstate Relations/Comparative Politics cluster
Two additional courses from Transnational Issues cluster
INTL 6000 International Relations: Theory and Practice

Elective Courses
The combined degree in international relations requires two elective graduate courses in addition to the courses listed.

M.A. in Legal Analysis

Undergraduate Requisite Courses
POLT 1060 Introduction to American Politics, or POLT 1070 Introduction to Political Theory: American
LEGL 2080 Topics in Law, or LEGL 4080 Advanced Topics in Law
LEGL 2400 Introduction to Law, or POLT 2400 Introduction to Law
HIST 1320 Twentieth-Century United States
The following may be substituted:
HIST 1010 (with U.S. survey subtitle)
HIST 1300 Revolutionary America
HIST 1310 Nineteenth-Century America

Core Courses
LEGL 5260, 5270 Methods of Legal Research and Writing I, II
LEGL 5450 American Constitutional Law
LEGL 5470 Civil Actions

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

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

M.A. in Management and Leadership

Undergraduate Requisite Courses
ECON 2010 Principles of Macroeconomics
ACCT 1010 Financial Accounting I
MNGT 2100 Management Theory and Practices
MNGT 3400 Human Resource Management
MNGT 3500 Marketing

Core Courses (transition courses)
MNGT 4100 International Management
MNGT 4900 Managerial Policy and Strategy
HRMG 5000 Managing Human Resource
MNGT 5590 Organizational Behavior

Graduate Courses
FINC 5570 Basic Finance for Managers
HRDV 5630 Organization Development and Change
Combined Degrees

M.A. in Media Communications with an Area of Emphasis in Public Relations or Advertising/Marketing Communications

**Undergraduate Requisite Courses**
- MEDC 1010 Introduction to Mass Communications
- EPMD 1000 Introduction to Media Production
- MEDC 1050 Introduction to Media Writing, or JOUR 1030 Fundamentals of Reporting
- ADVT 2910 Writing for Advertising, or PBRL 2920 Writing for Public Relations
- MNGT 3510 Advertising, or MNGT 3550 Public Relations

One introductory media production course (audio, broadcast journalism, photo, video, film, or writing)

**Core Courses**
- MEDC 4100 The Law and the Media
- ADVT 4040 Advertising Production, or PBRL 4320 Public Information Production
- MEDC 5000 Media Communications (Requisite Course)
- MEDC 5321 Advertising Decision Making, or MEDC 5322 Public Communications: Public Relations

**Undergraduate Requisite Courses**
- MNGT 4330 International Marketing
- MEDC 5430 Media Communications Technology
- MEDC 5400 Media Production Management
- MEDC 5310 Media and Culture
- MEDC 5321 Advertising Decision Making
- MEDC 5340 Writing for Media Communications

**Graduate Courses**
- MRKT 5940 Promotional Management
- MRKT 5920 Marketing Channel Management
- MRKT 5970 Marketing Research
- MRKT 5960 Marketing Management
- MRKT 5910 Marketing Channel Management

**Elective Courses**
- The combined degree in marketing requires four elective graduate courses in addition to the courses listed.

M.A. in Music

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

**Undergraduate Requisite Courses**
- MEDC 3260 International Communications, or MEDC 3700 Topics in International Communications
- MEDC 5000 Media Communications (Requisite Course)
- One course from the MEDC 5300 Marketing Communications sequence

**Core Courses**
- MEDC 4100 The Law and the Media
- ADVT 4040 Advertising Production, or PBRL 4320 Public Information Production
- MEDC 5000 Media Communications (Requisite Course)
- MEDC 5321 Advertising Decision Making, or MEDC 5322 Public Communications: Public Relations

**Elective Courses**
- The combined degree in media communications requires four elective graduate courses in addition to the courses listed.

Admission

The student seeking combined degrees in music must submit or complete the following:

1. An application for graduate studies in music.
2. A signed letter of agreement.
3. Three letters of recommendation, two of which should be from current or recent music teachers.
4. An audition approval from the director of graduate studies in music.
5. Official transcripts of all previous college coursework.
6. A current résumé.
7. A satisfactory audition/interview (as appropriate to the area of emphasis) before an appointed faculty committee.

General Requirements

To be admitted to the combined B.A./M.A. program in music, the student must have:
### B.S. in Accounting/M.S. in Finance Combination

#### Program Description
The bachelor of science (B.S.) in accounting/master of science (M.S.) in finance is an accelerated degree combination primarily designed for students in accounting who plan to enter the accounting profession and are in need of at least 150 credit hours in order to sit for the Certified Public Accounting (CPA) exam.

#### Admission
Students seeking combined degree program B.S. in accounting/M.S. in finance must submit an application to the Office of Academic Advising for the graduate portion of the B.S. in accounting/M.S. in finance when they have accumulated between 64 and 98 credit hours and have successfully completed 15 credit hours of required upper-division ACCT courses including Intermediate Accounting. Students who have maintained an overall grade point average of 3.3 on a 4.0 scale in all previous college work will be eligible for the B.S. in accounting/M.S. in finance degree combination.

#### Undergraduate Requisite Requirements
- **Course Selections**
  - Courses selected from the following: 12 hours
    - Applied Music or independent study in Advanced Conducting
    - MUSC 3010 Composition
    - MUSC 4030 Eighteenth-Century Counterpoint
    - MUSC 4040 Music of the Twentieth Century
    - MUSC 4260 Piano Pedagogy I
    - MUSC 4340 Jazz Scoring and Arranging I

- **Graduate Courses**
  - MUSC 5100, 5110 Analytical Techniques I, II 4 hours
  - MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
  - Major Ensemble—two semesters 2 hours
  - Oral examination 0 hours
  - Final project 0 hours

- **Core Courses**
  - MUSC 2020, 2040, Survey of Music History I, II 6 hours
  - Courses in the area of emphasis (2000-3000 level) 6 hours
  - Major ensemble 2 hours

- **Technical Skills**
  - Students must successfully complete the Department of Music Candidacy Exam which officially admits the student into a professional B.M. program. The Candidacy Exam is normally taken during the student’s fourth semester. Transfer students with more than 31 credit hours must take the examination no later than their second semester of study at Webster.

- **General Requirements**
  - Students who have maintained an overall grade point average of 3.3 on a 4.0 scale in all previous college work will be eligible for the B.S. in accounting/M.S. in finance degree combination.

- **Graduate Courses**
  - ACCT 4100 Advanced Financial Accounting
  - ACCT 4900 Auditing
  - FINC 5000 Finance
  - FINC 5500 Advanced Corporate Finance

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

- **Core Courses**
  - ACCT 4100 Advanced Financial Accounting
  - ACCT 4900 Auditing
  - FINC 5000 Finance
  - FINC 5880 Advanced Corporate Finance

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

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

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

Students may receive the B.S. degree after completing all the requirements for the B.S. degree and before completing the requirements for the M.S. degree. For the B.S. degree, they should have a total of 128 credit hours, completed all general education requirements, completed all 24 hours of the required undergraduate COSC courses, and completed the four COSC courses in the set of core requirements. Students may then continue completing the requirements for the M.S. degree.

Sequential B.S./M.S. Requirements
The sequential B.S./M.S. combined degree program in computer science is recommended for students who wish to change fields and earn a master's degree in computer science.

For the sequential B.S./M.S. combined degree, students should hold a bachelor's degree from an accredited institution with an overall lifetime 3.3 GPA. They should have successfully completed at least 15 hours of the required undergraduate COSC coursework before applying for the combined degree program. Students must be accepted into the program before enrolling in the 4000-level core courses or any graduate-level courses. Students must take all of the undergraduate courses before taking any of the graduate courses.

Students may receive the B.S. degree after completing all the requirements for the sequential degree and before completing the requirements for the M.S. degree. For the B.S. degree, they should have a total of 36 hours, completed all 24 hours of the required undergraduate COSC courses, and completed the four COSC courses in the set of core requirements. Students may then continue completing the requirements for the M.S. degree.

All courses must be taken at Webster University for the sequential combined degrees program in computer science.

Undergraduate Requisite Courses
COSC 1570 Mathematics for Computer Science
COSC 1550 Computer Programming I
COSC 1560 Computer Programming II
COSC 2250 Data Structures I
COSC 2610 Operating Systems
COSC 2810 Systems Analysis and Design
COSC 3100 Data Structures II
Plus 3 credit hours of COSC electives

Core Courses
COSC 4110 Database Concepts
COSC 4120 Database Applications
COSC 5000 Distributed Systems
COSC 5110 Network Architecture

Graduate Courses
COSC 5030 Agile Software Development
COSC 5010 Object-Oriented Analysis and Design
COSC 5020 Object-Oriented Programming
COSC 5060 Systems Concepts
COSC 5120 Data Communication
COSC 5130 Computer Security and Reliability
COSC 5140 Network Design and Management
COSC 6000 Distributed Systems Project

B.S.N./M.S.N. Combination
Admission
Requirements for admission to the combined B.S.N./M.S.N. program are:
1. Completion and submission of an application to the combined B.S.N./M.S.N. program
2. Completion and submission of a signed letter of agreement
3. Completion of all admission requirements for the M.S.N. program with the additions and exceptions noted in this section

General Requirements
Students must apply to the program and undergraduate courses must be completed prior to enrollment in the four core courses. The student should consult the appropriate sections of the Undergraduate Studies Catalog for undergraduate course descriptions.

Undergraduate Requisite Courses
PSYC 2750 Introduction to Measurement and Statistics
NURS 3010 Concepts of Professional Nursing
NURS 3020 Holistic Health Assessment
NURS 3400 Health Education in Nursing Practice
NURS 3410 Family Health Promotion
NURS 3420 Group Process in Nursing Practice
BIOL 4210 or 4220 Advanced Physiology I or II
NURS 4230 Introduction to Nursing Research
COAP 3030 Informatics for Nursing

Core Courses
NURS 4240 Nursing Leadership and Management (4 credit hours)
NURS 4250 Community Health Nursing (5 credit hours)
NURN 5000 Theoretical Foundations of Advanced Nursing
NURN 5050 Policy and Politics in Nursing

Graduate Courses
NURN 5550 Advanced Nursing Research
NURN 5800 Family Systems Nursing
NURN 5810 Families in Transition
NURN 5820 Families Experiencing Illness
NURN 6000 Integrated Studies in Nursing

In addition, the degree-seeking student must complete one of the following options:

Educator Focus Courses
Students selecting this option must complete the following courses:
NURN 5210 Instructional Methods in Nursing
NURN 5220 Curriculum Development and Evaluation
NURN 5230 Teaching Practicum in Nursing I
NURN 5240 Teaching Practicum in Nursing II

or

Leader Focus Courses
NURN 5410 Leadership in Nursing
NURN 5420 Financial Issues for Nurse Leaders
NURN 5430 Legal Issues for Nurse Leaders
NURN 5440 Leadership in Nursing Practicum I
NURN 5450 Leadership in Nursing Practicum II
B.M./M.M. Combinations

Webster University offers a combined B.M./M.M. degree with the following graduate programs, provided the requisite courses for the undergraduate programs have been met.

M.M. in composition
M.M. in jazz studies
M.M. in orchestral performance
M.M. in performance with emphases in piano, organ, voice, and guitar

Students who desire a more general course of studies may pursue the combined bachelor of arts/master of arts (B.A./M.A.) in music. Both of these combined programs conform to the guidelines specified by the National Association of Schools of Music.

Graduate course descriptions are included in the Music section of this catalog. For a complete listing of undergraduate course descriptions, please refer to the appropriate sections of the current Undergraduate Studies Catalog.

Admission

The student seeking combined degrees in music must submit or complete the following:

1. An application for the combined degree program.
2. A signed letter of agreement.
3. Three letters of recommendation, two of which should be from current or recent music teachers.
4. An audition approval from the director of graduate studies in music.
5. A satisfactory audition/interview before an appointed faculty committee.
6. Official transcripts of all previous college coursework.
7. A current résumé.

General Requirements

To be admitted to the combined B.M./M.M. program, the student must have:

1. completed at least 64 and no more than 98 credit hours;
2. completed MUSC 2020, MUSC 2040, and either MUSC 2310 and MUSC 2380, or MUSC 2820;
3. a 3.3 G.P.A.; and
4. successfully completed the Department of Music Candidacy Examination, which officially admits the student into a professional B.M. program. The Candidacy Examination is normally taken during the student’s fourth semester. Transfer students with more than 31 credit hours must take the examination no later than their second semester of study at Webster.

Students planning to work toward the M.M. in performance with an emphasis in piano, organ, voice, or guitar, the M.M. in orchestral performance, or the M.M. in jazz studies must have completed a minimum of four semesters of applied music at the 3000 or 4000 level (including transfer credit) prior to admission to the combined degrees program.

Students planning to work toward the M.M. in composition must have completed six credit hours of MUSC 3010 Composition prior to admission to the combined degrees program.

Departmental Standards and Policies

Students should consult the academic warning, probation, and dismissal sections of the graduate catalog for further information. In addition, the department of music student handbook, available from the music office, includes departmental policies on admissions to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to M.M. and M.A. students. This departmental policy manual constitutes an extension of the Webster University Undergraduate and Graduate Studies Catalog.
Combined Degrees

**Graduate Courses**
- MUSC 5200 Independent Study: Advanced Arranging  3 hours
- MUSC 5800 Advanced Studies in Music: Jazz History  2 hours

**Graduate Courses**
- MUSC 5000 Applied Music (Major Instrument)  5 hours
- MUSC 5010 Composition (four semesters)  8 hours
- MUSC 5100, 5110 Analytical Techniques I, II  4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II  6 hours
- MUSC 5800 Advanced Studies in Music: Jazz Pedagogy  3 hours
- Major ensemble—2 semesters  2 hours
  - MUSC 4960 Jazz Ensemble
  - MUSC 4950 Vocal Jazz Ensemble
  - MUSC 4970 Webster University Big Band
- Final project, recital, or major arranging project, or one major history document  0 hours
- Oral examination  0 hours

**M.M. in Orchestral Performance**
Those who anticipate careers as orchestral performers may pursue the M.M. 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.

**Undergraduate Requisite Courses**
- MUSC 1010, 1020, 2010, 2020 Music Theory I-IV  12 hours
- MUSC 1810, 1820, 2810, 2820 Musicianship I-IV  8 hours
- MUSC 2030, 2040, Survey of Music History I, II  6 hours
- MUSC 4004 Applied Music: Instrumental Studies  26 hours

**Core Courses**
- MUSC 4030 Eighteenth-Century Counterpoint  3 hours
- MUSC 4040 Music of the Twentieth Century  3 hours
- MUSC 5000 Applied Music: Major Instrument  3 hours
- MUSC 4000 level electives  3 hours

**Graduate Courses**
- MUSC 4190 Orchestral Literature  3 hours
- MUSC 5000 Applied Music: Major Instrument  8 hours
- MUSC 5100, 5110 Analytical Techniques I, II  4 hours
- MUSC 5120, 5130 Seminar in Music Literature, I, II  6 hours
- MUSC 5230 Seminar in Music Business  2 hours
- MUSC 4940 Webster University Symphony Orchestra  2 hours
- Two public recitals  0 hours
- Oral examination  0 hours

**M.M. in Performance: Piano, Organ**
The M.M. in performance provides an intensive curriculum in solo and ensemble experiences culminating in two public recitals.

**Undergraduate Requisite Courses**
- MUSC 1010, 1020, 2010, 2020 Music Theory I-IV  12 hours
- MUSC 1810, 1820, 2810, 2820 Musicianship I-IV  8 hours
- MUSC 2030, 2040 Survey of Music History I, II  6 hours
- MUSC 4004 Applied Music  26 hours
- One approved recital  0 hours

**Core Courses**
- MUSC 4170, 4180 Piano Literature I, II  6 hours
- MUSC 4260, 4270 Piano Pedagogy I, II  4 hours
- MUSC 5000 Applied Music: Piano (Organ)  2 hours

**Graduate Courses**
- MUSC 5000 Applied Music: Piano (Organ)  8 hours
- MUSC 5100, 5110 Analytical Techniques I, II  4 hours
- MUSC 5120, 5130 Seminar in Music Literature I, II  6 hours
Graduate Certificates
A graduate certificate normally consists of specified coursework with a defined focus.

Current Graduate Certificates
Computer Science/Distributed Systems (COSC courses)
Decision Support Systems (CSIS courses)
Gerontology (GERN courses)
Gifted Education (SOCS courses)
Global Commerce (GLBL courses)
Government Contracting (PROC courses)
Intellectual Property Paralegal Studies (LEGL courses)
Paralegal Studies (LEGL courses)
Web Services (COAP courses)

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

The student seeking the graduate certificate should consult the Admission, Enrollment, and Academic Policies sections under Academic Policies and Procedures for information regarding application, admission, registration, and the academic policies of Webster University.

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

Combined accelerated programs are available to students in the St. Louis area who meet the requirements for the bachelor of arts or science/master of arts degrees, the bachelor of music/master of music degrees, or the bachelor of science in nursing/master of science in nursing degrees.

The bachelor of science/master of science combination in computer science is available to qualified students in both St. Louis and Orlando.

Requirements
Requirements for a baccalaureate degree at Webster University include the following:
1. Satisfactory completion of 128 credit hours
2. Successful completion of at least 30 of a student's final 36 credit hours registered for and earned directly from Webster University. These residency hours may include credits earned through assessment of prior learning and departmental credit by examination.
3. A grade point average of 2.0 in Webster University coursework
4. Satisfactory completion of requirements for a major
5. Completion of general education requirements

Locations
Undergraduate degree-seeking students may enroll in the St. Louis area at the home campus in Webster Groves, the downtown St. Louis campus, the West Port Plaza campus, or the St. Charles County/WingHaven campus; at the Kansas City metropolitan campus (B.A. degree completion in business, legal studies, and management and bachelor of science in nursing (B.S.N.) degree completion only); at the North Orlando and South Orlando metropolitan campuses (B.A. degree completion in business and management and computer science only); or at the San Diego metropolitan campus (B.A. degree completion in business and management only). Internationally, undergraduate degree programs are available in Geneva, Switzerland; Leiden, The Netherlands; London, United Kingdom; Hua Hin/Cha-am, Thailand; and Vienna, Austria.

For information about undergraduate studies, call 314-968-6991.
Graduate Program

Tuition, Fees, and Refunds

Tuition and Fees
The tuition rates listed are effective for the 2005–2006 academic year and are subject to change. (Rates at campuses outside the St. Louis metropolitan area take effect Fall 2005, except for Kansas City, where rates are effective as of Summer 2005.)


Tuition per credit hour
Students enrolled at Webster University metropolitan campuses or nonmilitary locations outside the St. Louis area (excluding Irvine, San Diego, and Bermuda)* $390
Students enrolled at St. Louis area campuses $465
(except doctoral students and other specialized degree areas)
Students enrolled at the Irvine and San Diego campuses* $430
Students enrolled at the Bermuda campus* $500
Active duty military enrolled at military locations* $270
Other students enrolled at military locations* $285
Students enrolled in the doctorate program $530
Students enrolled in online graduate courses $515
*Rates effective Fall 2005, except for Kansas City.

Fees
Application fee (D.Mgt.—nonrefundable) $100
Application fee (all others—nonrefundable) $50
A check payable to Webster University should be attached to the application form.
Graduation fee (nonrefundable) $50
A lab fee may be assessed for selected classes.

M.S. in Nurse Anesthesia
Tuition (per term, excludes fees) $3,380

M.A.T. and Ed.S.

Tuition per credit hour
Tuition (St. Louis) $395
In-service courses $62–$278
M.A.T. alumni $237
M.A.T. extended sites $240–$345
Students enrolled in the education specialist (Ed.S.) program $265

Fees
Application fee (degree and nondegree—nonrefundable) $50
Graduation fee (nonrefundable) $50
A lab fee may be assessed for selected classes.

Reduced Fees for Military Personnel
By formal contract, active duty military enrolled at military locations are eligible for reduced tuition fees. With documented eligibility, selective reservists and retired military, federal and contract employees of the installation and dependents of active duty military enrolled at military locations are also eligible for the reduced tuition rate.

Reduced Fees for M.A.T. Graduates
Graduates of the Webster University master of arts in teaching (M.A.T.) program may enroll in M.A.T. classes as M.A.T. alumni for a special fee per credit hour. Under certain circumstances in which enrollment is limited, current degree-seeking students are given priority.
M.A.T. alumni are limited to 6 credit hours per semester. M.A.T. graduates who are working toward a second M.A.T. degree or an advanced graduate certificate may take only 6 credit hours at reduced tuition as part of these programs. The remaining credit hours must be taken at regular tuition rates.

Payment Requirements
Payment and/or payment arrangements are required at registration. The payment option form is available in the Registration location, the Academic Advising Center, and the Business Office. The payment options offered include:

Financial aid
Direct billing to a third party (i.e., employer)
Tuition assistance paid by a government agency, e.g., military Employer reimbursement
Deferred payment plan
Payment in full

The first four options require the submission of appropriate documentation. The deferred payment plan option requires a deferred payment fee to be paid at the time of registration. The University reserves the right to refuse deferred payment privileges for any student whose account is overdue or has been overdue in the past.

Webster accepts MasterCard, Discover, VISA, and money orders or personal checks made payable to Webster University as payment.

Students are financially responsible for all courses not officially dropped by the deadline. Webster University reserves the right to withhold transcripts or diplomas related to enrollment for a current term and/or 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% 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
The following tuition refund rates apply when a student drops or withdraws from a nine-week course in accordance with University enrollment policies and the refund has been approved.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>16-Week Class</th>
<th>8- or 9-Week Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Withdrawal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Week 4</td>
<td>50%</td>
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<td>Week 5</td>
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<td>Week 6</td>
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<tr>
<td>Week 7</td>
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<td>0%</td>
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<tr>
<td>Week 8</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 9</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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.

Note: This refund policy does not include laboratory fees associated with a class.

Financial Aid
Students requiring financial assistance are encouraged to contact the Office of Financial Aid at the St. Louis home campus or their local rep-
representative for information, options, and procedures regarding financial aid. Information is also available online.

**Assistantships**
A limited number of graduate assistantships in music are available. The assistantship stipends do not include tuition remission. Applications for assistantships must be received by March 15.

**Scholarships and Grants**

**Leif J. Sverdrup International Scholarship Fund**
This annual scholarship fund of $1,000–$2,500 was created by Mrs. Leif J. Sverdrup and Mr. Johan Sverdrup for graduate students who seek an international study experience.

U.S. degree-seeking students at Webster University who wish to study at one of the University's international campuses or students enrolled at one of Webster University's international campuses who wish to study at Webster University in St. Louis may apply for the scholarship. The student must have been advanced to candidacy and maintained grades of B or above to qualify for the scholarship.

**M.A.T. Professional Development Tuition Grant**
An educator who wishes to pursue a master of arts in teaching (M.A.T.) degree at Webster University may apply for an M.A.T. Professional Development Tuition Grant. During the initial semester, after the official letter of acceptance has been received by the student, an M.A.T. Professional Development Tuition Grant application will be automatically sent to the student. Funding for this grant varies from semester to semester, but on average the grant is equal to the tuition of a 3-credit-hour M.A.T. course ($1,185). The Professional Development Tuition Grant only provides funding for the student's second semester at Webster and may only be applied for by an M.A.T. student once during the initial semester at Webster University as a degree-seeking M.A.T. student.

This grant may not be utilized in conjunction with other tuition vouchers, reduced tuition plans, grants, scholarships, or any other tuition reimbursements through the applicant's place of employment.

**Eligibility**
The following criteria are used to establish eligibility for the M.A.T. Professional Development Tuition Grant for Educators:

1. Financial need is assessed by the financial application and must be completed and submitted along with the M.A.T. Professional Development Tuition Grant application.
2. Applicants must be currently employed half time or more (typically a minimum of three hours per day) by a public or private elementary school, secondary school, junior college, or other organization (approved by the dean of education). Verification of employment must be made at the time of application.
3. The M.A.T. Professional Development Tuition Grant pays for one 3-credit-hour, full-tuition M.A.T. course (excluding in-service courses, alumni taking courses at reduced tuition, and directed or independent studies).
4. Priority is given to new M.A.T. applicants who attend classes at the home campus in St. Louis, Missouri.

**Veterans’ Educational Benefits**
Webster University courses of study are approved for veterans' educational benefits in compliance with prescribed regulations by special approval agencies in each state and for each country where the University offers programs. The U.S. Department of Veterans Affairs requires approval for the student to enroll in more than the minimum number of credit hours required for the graduate degree. This approval may be requested on the Program Option Request form.

Veterans' educational benefits may be reduced for directed studies and 1-credit-hour seminars. Nondegree students and students working on the M.A.T. advanced graduate certificate are not eligible for veterans' educational benefits.

If veterans’ educational benefits apply, the regional V.A. office will be notified of the date on which a student officially ceases attendance. Records of progress are kept by the institution on both veteran and nonveteran students. Progress records are available to all students at the end of each scheduled term.

Additional information may be obtained from the Office of the Registrar at the St. Louis home campus.
University Directory

Office of the President
Richard S. Meyers, President
B.M., DePaul University; M.S., University of Southern California; Ph.D., University of Southern California
Karen Luebbert, Vice President and Executive Assistant to the President
B.A., Webster University; M.S.I.S., Case Western Reserve University; Ph.D., Saint Louis University

Institutional Research
Chris Kemmerer, coordinator

Loretto-Hilton Center
Arthur Lucking, director

Office of Public Affairs
Polly Burch, director, news and public information
Barb Ehnes, media relations coordinator
Merry Graf, sports information coordinator
Christine Wells, media relations coordinator

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

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

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

Academic Advising/Academic Resource Center
Thomas C. Nickolai, director, academic advising
Paula Aguilar, academic advisor
Karen Freeman, coordinator, academic advising and business student development
Bethany Keller, academic advisor
Kim Kleinman, academic advisor
Patricia McLeese, director, academic resource center
Cynthia Ochonicky, academic advisor
Marcia Paul, academic advisor
Barbara Stewart, assistant director, academic resource center
Nancy M. Wilson, academic advisor

Academic Distance Learning Center
Jahna Kahroff, director, academic distance learning center

Library
Laura Rein, dean, university library
Eileen Condon, head of systems
Ellen Elieceri, head of reference services and collection development and liaison to School of Communications
Mary Anne Erwin, reference librarian and liaison to School of Business and Technology
Kathy Gaynor, reference librarian and liaison to School of Education and Behavioral and Social Sciences Dept.
Sue Gold, reference librarian and liaison to Art, English, and Theatre and Dance Depts.
Maya Grach, head of acquisitions
Ellen Hoffman, cataloger and liaison to Music Dept.
Holly Hubenschmidt, reference librarian and liaison to Nursing and Biological Sciences Depts.
Kathy Nystrom, head of technical services/cataloging and liaison to International Languages and Cultures Dept.
Wendy Schlegel, cataloger and liaison to Philosophy Dept.
Will Soll, reference librarian and liaison to the President
Matt Wier, head of access services

Vice President for Students and Enrollment Management
Deborah Dey, Vice President for Students and Enrollment Management
B.A., University of Missouri–St. Louis; M.A., Southern Illinois University–Edwardsville; Ph.D., Saint Louis University

Registrar's Office
Don Morris, university registrar
Donna Gilmore, coordinator
Dawn McCracken, assistant registrar

Academic Advising/Academic Resource Center
Thomas C. Nickolai, director, academic advising
Paula Aguilar, academic advisor
Karen Freeman, coordinator, academic advising and business student development
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Patricia McLeese, director, academic resource center
Cynthia Ochonicky, academic advisor
Marcia Paul, academic advisor
Barbara Stewart, assistant director, academic resource center
Nancy M. Wilson, academic advisor

Undergraduate Admissions
Niel DeVasto, director, undergraduate admissions
Joan Finder, associate director
Andrew Laue, coordinator
Valerie Lewis, admission representative
Matt Schutte, assistant director
Luigi Scire, associate director
Laura Stuhlman, admission representative
George Winston, assistant director
University Directory

Graduate and Evening Student Admissions
Matt Nolan, director, graduate and evening student admissions
Denise Harrell, associate director
Sarah Nandor, associate director

Financial Aid
Jon Gruett, director, financial aid
Dee Berkey, financial aid counselor
Jay Cooley, financial aid counselor
Michele Franzen, campus network liaison
Sarah Hirsch, financial aid counselor
Melissa Hogan, financial aid counselor
Jessica Key, assistant director, undergraduate financial aid
Sharen Lowney, financial aid reporting coordinator
Judy Mattingly, loan assistant
Catherine Nolde, assistant director, graduate financial aid
Sheryl Rowden, financial aid counselor
Marilyn Shelton, financial aid counselor
Kim Whitehorn, financial aid counselor

International Recruitment and International Services
Charles E. Beech, assistant vice president, international recruitment and international services
Bert Barry, director, international recruitment and international services
Melanie Gottlieb, international credential specialist and coordinator
Calvin Smith, director, international recruitment and international services

Marketing and Communications
Ellen Horan, associate vice president, marketing
Inocencio Boc, graphic designer
Karen Burch, videographer
Claudia Burris, senior editor and photojournalist
Casey Conroy, junior graphic designer
Kathy DeBord, desktop publishing representative
Donna Franquemont, desktop publishing representative
Jennifer Gammage, writer/editor
Dominik Jansky, writer/editor
Marianne Kirk, writer/editor
Thomas Laundor, director, marketing
Dan Perkins, writer/editor
Jeffrey Ricker, editor/desktop publisher
Kay Sanders, publications production manager
Barbara Wilkat, graphic designer

Student Affairs
Ted Hoef, associate vice president and dean for student affairs
Ray Angle, director, career services
Ryan Barke, women’s basketball coach
John Buck, assistant dean and director, housing and residential life
Chris Bunch, head men’s basketball coach and equipment room coordinator
Colette Cummings, associate dean of students and director, multicultural center
Susan Daily, director, health services
Trezette Dixon, assistant director, career services
Tamara Gegg LaPlume, assistant director, career services
John Ginsburg, director, University Center and student activities
Merry Graf, women’s volleyball coach and sports information coordinator
Myrna Green, coordinator, aquatics
Tom Hart, director, athletics
Tom Hilliard, assistant director, career services
Marty Hunsucker, coordinator of athletic facilities, recreation and intramurals, and men’s basketball coach
Suzanne Jones, assistant director, career services and student employment coordinator
Matt Lewis, assistant director, Webster Village Apartments
Shalon Malone, program coordinator, multicultural center
Karen Rasure, coordinator, housing and residential life
Luigi Scire, head women’s soccer coach and student athlete recruitment
Gladys Smith, assistant director, counseling and life development
Patrick Stack, director, counseling and life development
Brandyn Woodard, director, international student affairs

Food Services
Joe Harvey, director
Janet Baker, catering director

David A. Garafola, Vice President for Finance and Administration
B.S., Salisbury State University; M.B.A., University of Baltimore
Chad Handshy, director, resource planning and budget
Dan Pesold, director, public safety
David Stone, director, planning facilities

Finance Office
Vickie Fredrick, associate vice president, finance
Billi Brickey, assistant bursar
Janice Neal, bursar
Betty Pickerill, manager, payroll and accounts payable
Julie Snorton, supervisor, accounts payable
Curt Vehlewald, director, accounting

Administration
Reba Snavey, associate vice president, administration
Ken Creehan, director, procurement services
Malcolm Murphy, project manager, administration
Betsy Schmutz, director, human resources
Jim Ward, manager, facilities operations

Lawrence J. Haffner, Vice President for Information Technology
A.A. Lindsey Wilson College; B.A., Campbellsville University; M.A., Western Kentucky University

Administrative Information Systems
Mary Petersen, director, administrative information systems

User Services
Donna Biolchini, assistant director, academic computing services
Terri Jones, assistant director, information services
Terri Lucas, assistant director, desktop technical services

Media Center
Greg Little, director, media center

Networking and Technical Services
Jim Crivello, director, networking and technical services

Russell H. Viehmann, Vice President for Development
B.A., Westminster College; M.Div., Eden Theological Seminary

Development
Chris Dwyer, associate vice president, development
Lynn Barth, development officer, major gifts
George Billings, development officer, extended campuses
Ann Brennan, development officer, individual gifts
Carolyn Corley, development officer, foundations and grants
Ryan Elliott, director, advancement services
Dane Graham, director of development at the Vienna campus
University Directory

Jennifer Jezek-Taussig, director, alumni programs
Mary Krchma, development officer, alumni programs
Bryce Krug, development officer, College of Arts & Sciences
David Lauber, development officer, School of Education
Mark LaVelle, director, development
Britton Marchese, development officer, writer
Ken Nickless, development officer, planned gifts
Valerie Parker, development officer, prospect management and research
Jay Perry, development officer, annual fund
Necole Powell, development officer, alumni programs
Patti Rusch, development officer, corporate giving
Nick Valenziano, development officer, alumni programs

Emeriti
William J. Duggan, Provost Emeritus
B.A., St. Joseph College; M.A., Catholic University of America;
M.A., (S.S.L.) Pontifical Biblical Institute, Rome; M.A., University of
Missouri–St. Louis; S.T.D., Catholic University of America
Joseph P. Kelly, Provost Emeritus
B.A., M.A., University of Montana; Ph.D., Washington University

Graduate Council
Administration
Benjamin Ola. Akande, dean, School of Business and Technology
Debra A. Carpenter, dean, School of Communications
Brenda Fyfe, dean, School of Education
Peter E. Sargent, dean, Leigh Gerdiene College of Fine Arts
David Carl Wilson, dean, College of Arts & Sciences

Faculty
Al Cawn, professor of computer science, chairperson of Graduate
Council
Jeff Haldeman, assistant professor of management
Ralph Olliges, assistant professor of education
Anne Schappe, associate professor of nursing
Brad Scott, associate professor of business
Susan Seymour, associate professor of communications
Kathryn Smith Bowers, professor of music
Paul Steinmann, associate professor of education
Roy Tamashiro, professor of education

Extended Campus
Administrative Offices
Continental United States

Arizona

Luke Air Force Base
Lynette Knight, director
Shaunna Vaughan, academic advisor

Arkansas

Fayetteville Metropolitan Campus
Louis B. Jones, Jr., director
Fred Tennant, faculty coordinator
Drew Gregory, academic advisor, community relations coordinator

Fort Smith Metropolitan Campus
Diane Fagan, senior director
Johnny McKusker, academic advisor
Amy Jordan, faculty coordinator

Little Rock Air Force Base, Jacksonville
Janie L. Jackson, senior director
Linda Blair, faculty coordinator
Glenda Baker, academic advisor

Little Rock Metropolitan Campus
Jerry Peters, regional director
James Metzger, faculty coordinator
Malcolm E. Lehman, academic advisor
Shelley Watson, community relations coordinator

California
Edwards Air Force Base
Richard Gayer, director
TBA, faculty coordinator

Fort Irwin
Kathleen Bonine, director
John M. Calderon, Jr., faculty coordinator

Irvine Metropolitan Campus
Harry Schuler, regional director and executive director of Marymount/
Webster University Alliance programs
William Patterson Barnes, academic advisor
Ginny Williams, academic advisor, weekend B.A. program
Jessica Wells, corporate relations coordinator
Kathleen J. Regier, regional academic director

Los Angeles Air Force Base, Los Angeles
Margaret Reed, director
Neil Kuritzky, faculty coordinator
TBA, academic advisor

Marymount/Webster University Alliance
Harry Schuler, executive director of Marymount/Webster University
Alliance programs
Doug Wade, weekend college director
Kathleen J. Regier, regional academic director

Palos Verdes Campus
Harry Schuler, executive director of Marymount/Webster University
Alliance programs
Doug Wade, director
Essie Calderon, academic advisor

San Diego Metropolitan Campus
Kim Y. Varey, director
Kathleen Regier, regional academic director
Lisa Garcia, representative
Alex Yates, community relations coordinator

Colorado

Colorado Springs Metropolitan Campus
Peterson AFB, Colorado Springs
Marjorie Doyle, senior director
Laura Miller, academic advisor/system administrator
Lee Trovas, faculty coordinator

Denver Metropolitan Campus
Barbara Banks, senior director
Daniel Novak, faculty coordinator
Kate McPherson Hope, academic advisor/community relations
coordinator

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University Directory

District of Columbia

Bolling Air Force Base
Carl T. Richards, director/faculty coordinator
Rosemary H. Kelley, academic advisor
Marsha Shinkman, assistant director

Florida

Jacksonville Metropolitan Campus
Patricia Sager, regional director for northern Florida
Rita Braunegg, academic advisor
Phyllis Ingram, counseling coordinator
Linda Schindler, academic advisor
Doug Pickett, academic advisor

Lakeland Metropolitan Campus
Sandra A. Chamberlin, director
Bradley Moser, community relations coordinator, academic advisor
Angelo R. Pimpinelli, counseling program coordinator
Keith Wade, DBA, CFM, CMA, faculty coordinator

NAS Jacksonville
Patricia Sager, regional director for northern Florida
Linda Schindler, academic advisor

North Orlando Metropolitan Campus
Thomas A. Janke, regional director for central and south Florida
Kathleen M. Wiles, regional academic director
Lori Hudson, director
Edward H. Rutland, regional counseling coordinator for Florida
Nick Daher, academic advisor

Ocala Metropolitan Campus
Jo Clifford, director
Nicki Nance, faculty coordinator/counseling program advisor
Henri Benlolo, academic advisor
Stephen Archbold, counseling program coordinator
Honorine Baxter, community relations coordinator/academic advisor

Palm Bay Campus
Debra Yannotti, director
Sue White, academic advisor/community relations coordinator
Sara Lynn Banks, counseling program coordinator
Glenn Briggs, faculty coordinator/academic advisor

Patrick Air Force Base
Ronald Stewart, director
Jayne Proesel, acting academic advisor

Sarasota Metropolitan Campus
Karl A. Sterner, director
Mary Ellis, site manager
Wade Benk, counseling program coordinator
Monique Ring, business program coordinator
TBA, community relations coordinator

South Orlando Metropolitan Campus
Thomas A. Janke, regional director for central and south Florida
Lori Hudson, director
Kathleen M. Wiles, regional academic director
Edward Rutland, regional counseling coordinator for Florida
Bill Sloat, academic advisor
Karen Buchan, community relations coordinator
Lucy Negron, community relations representative

Space Coast Metropolitan Campus (Merritt Island)
John Rice, regional director for Space Coast of Florida
Mandy Cosat, director
Sara Adams, academic advising coordinator
Sara Lynn Banks, counseling program coordinator
Calvin D. Fowler, faculty coordinator
Carol Marx, community relations coordinator
Jayne Proesel, academic advisor

Georgia

Fort Stewart
Hunter Army Airfield
Daniel Duggan, director
Marsha N. Sands, Fort Stewart academic advisor

Moody Air Force Base
Robert Broaden, director
Juanita Walker, academic advisor

Illinois

Great Lakes Naval Base, Lake County
Crystal Lake Metropolitan Center (McHenry County)
Sandra Ramey, senior director
David P. Ramey, assistant director
David Cook, faculty coordinator, M.A., M.B.A.
Rosa Sypers, faculty coordinator, M.A.T.
Dale Galassie, academic advisor, M.A., M.B.A.
Lee Hartwig, community relations coordinator/academic advisor, M.A., M.B.A.
Frank Sesko, academic advisor, M.A.T.
April Smith, academic advisor, counseling

Scott Air Force Base
Sue Morris, senior director
Larry V. Friederich, faculty coordinator
Edward Leardi, faculty coordinator
Jennifer Ord, academic advisor

Kentucky (Indiana)

Louisville (Jeffersonville) Metropolitan Campus
John Feiock, senior director
Robert D. Hess, faculty coordinator
Ronald J. Hess, faculty coordinator
Tommy Burke, community relations coordinator
James T. Moore, academic advisor
Marilyn Preston, academic advisor

Kansas

Fort Leavenworth
Philip H. Kimmel, senior director
Renee English, faculty coordinator
John Johnson, faculty coordinator
J. Allen, academic advisor
Fred Holz, academic advisor
John Ralitz, academic advisor

McConnell Air Force Base, Wichita
Christian Heilman, senior director
Dale Richmond, faculty coordinator
Sharon L. Chester, academic advisor
Adrienne Churchill, community relations coordinator
University Directory

Maryland
Andrews Air Force Base
Samuel Shiplett, director

Missouri
Fort Leonard Wood
Ralph Southard, senior director
Perry Mathes, faculty coordinator
David Neely, faculty coordinator
Judith Ann Powers, academic advisor

Rolla Metropolitan Campus
Melissa K. Epperson, assistant director
Robert J. Larivee, M.B.A./counseling academic advisor
Ben Shriver, counseling faculty coordinator

Kansas City Metropolitan Campus
Carolyn Cottrell, regional director, Kansas City programs
Richard St. Clair, academic director for military campuses
Bruce E. Appel, academic advisor, counseling
Linda H. Day, counseling program coordinator
Lorraine H. Gilbertson, faculty coordinator
Edward A. Gilliland, faculty coordinator
Robert D. Gray, faculty coordinator
Pat Cahill, legal programs coordinator
Ruth Moore, community relations coordinator
Herman Lovett, academic advisor
Bonnie Schwarzenholz, academic advisor
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## Faculty

<table>
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<th>Name</th>
<th>Institution/University</th>
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<tr>
<td>Timothy A. Becker</td>
<td>B.A., Luther College, 1971; M.B.A., University of Dallas, 1982; D.B.A., Alliant International University, 1990; Webster, 2004</td>
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<td>Bill L. Boggs</td>
<td>B.S., University of Tennessee, 1975; M.P.H., University of Tennessee, 1976; Webster, 2002</td>
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<td>Anthony J. Brandenburg</td>
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<td>Mary M. Evert</td>
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<td>Kenneth M. Golden</td>
<td>B.A., Tulane University, 1967; M.S.W., University of Arkansas, 1974; Ed.D., University of Arkansas, 1978; Webster, 1980</td>
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<td>John E. Grady</td>
<td>B.A., St. Mary's University, 1966; M.A., University of Phoenix, 2003; Webster, 2004</td>
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<td>Daniel P. Groszkruuger</td>
<td>B.S., University of California, 1968; M.P.H., University of California, 1970; J.D., University of San Diego, 1980; Webster, 1999</td>
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<td>Lee E. Hoffmann</td>
<td>B.S.I.M., University of Cincinnati, 1968; M.B.A., National University, 1995; Webster, 2004</td>
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<td>Suzanne K. Johnson</td>
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<td>Herman C. Lee</td>
<td>B.A., San Francisco State University, 1970; M.S., California State University, 1971; M.B.A., National University, 1985; Webster, 1982</td>
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<td>Michael M. Lee</td>
<td>B.S., University of Florida, 1971; M.B.A., Western International University, 1984; Webster, 2004</td>
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<td>Sandra L. McDonough</td>
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<td>Mary L. Meade</td>
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<td>Richard S. Michelson</td>
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<td>Patrick J. Ortmeier</td>
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<td>James E. Reidel</td>
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## Colorado

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Space Coast Region
Merritt Island Campus

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New Mexico

Albuquerque Metropolitan Campus

Kirtland Air Force Base, Albuquerque

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Camp Lejeune Marine Corps Base
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Kevin L. Thompkins, B.A., Florida Atlantic University, 1981; M.A., Webster University, 1997; Webster, 2002–
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Wendy C. Vonnegut, B.A., University of North Carolina, 1986; J.D., Mercer University, 1989; Webster, 2001–
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Oklahoma

Fort Sill

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Tinker Air Force Base

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Faculty

South Carolina

Beaufort

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Charleston Metropolitan Campus

Charleston Air Force Base

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Columbia Metropolitan Campus

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Memphis Naval Support Activity

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Texas

Fort Sam Houston, San Antonio
Brooks City-Base, San Antonio
Lackland Air Force Base, San Antonio

Dear Sir or Madam,

Our office is considering switching our e-mail provider. We are currently using Gmail, but our users have reported issues with email delivery. We have a large number of users, and we are looking for a reliable and scalable solution. We have considered several options, including Microsoft Outlook and Yahoo Mail. What do you recommend as the best choice for our needs?
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Faculty

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Hill Air Force Base

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