Mission
Webster University, a worldwide institution, ensures high-quality learning experiences that transform students for global citizenship and individual excellence.

Vision
Our vision is to be a premier U.S.-based international university setting a distinct standard for global education.

The vision is built on a foundation of excellence in teaching and enhanced by an international perspective that fosters dialogue, respect and understanding across boundaries and between peoples. The educational endeavors in support of this vision are meeting the needs and enriching a global mix of learners within an ever increasing network of students desiring a U.S. education in multiple parts of the world. The institution is committed to offering these students a distinct personal experience and building the resources required to achieve this vision. The actions of the institution are shaped by our core values.
2011–2012 Graduate Studies Catalog

Webster Hall, Home Campus, St. Louis, Missouri

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

Printed with soy inks on partially recycled paper
Webster University

Webster University
470 East Lockwood Avenue
St. Louis, Missouri 63119-3141
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
email: gadmit@webster.edu
U.S. Citizens to Extended U.S. Campuses
Phone or fax the campus of your choice (for phone
and fax information, see the Campus Locations and
Offerings section of this catalog).
International Students to U.S. Campuses
Phone: international access code +314-968-7433
Fax: international access code +314-968-7119
email: intlstudy@webster.edu
U.S. Residents to International Campuses
Phone: 314-968-6988 or 1-800-984-6857
Fax: 314-968-7119
email: 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 Campus Locations and
Offerings section of this catalog).

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

Webster University is academically organized into five
schools and colleges:
• College of Arts & Sciences
• Leigh Gerdine College of Fine Arts
• George Herbert Walker School of Business &
Technology
• School of Communications
• School of Education

The policies and courses listed in this catalog represent the
curriculum for the following degrees:
• Master of Arts
• Master of Arts in Teaching
• Master of Business Administration
• Master of Educational Technology
• Master of Fine Arts
• Master of Health Administration
• Master of Music
• Master of Public Administration
• Master of Science
• Master of Science in Nursing
• Educational Specialist
• 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: Betsy Schmutz,
Associate Vice President and Chief Human Resources
Officer, Webster University, 470 East Lockwood
Avenue, St. Louis, Missouri 63119-3141, U.S.A.,
Phone: 314-968-6960.
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Academic Advising
The Academic Advising Center coordinates the undergraduate and graduate advising system. This office provides students with information about academic programs as well as special study opportunities; it also administers registration for graduate degree programs.

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

Academic Resource Center
The Academic Resource Center provides a range of services to help students succeed. The center offers peer tutoring, test preparation help, study and organizational skills improvement and services for students with special needs or disabilities. The ARC is also home to the Writing Center, where students can get expert assistance from qualified writing coaches.

Contact Information:
- Web: www.webster.edu/arc
- Phone: 314-246-7620

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

Contact Information:
- Web: www.admissions.webster.edu/admissions/graduate
- Toll Free: 1 (800) 753-6765
- Phone: (314) 246-7800
- Email: admin@webster.edu

Bursar’s Office
The Bursar/Business Office is responsible for providing student account information, receiving payments for tuition and fees, collection of delinquent accounts, 1098 tax reporting, and delivering refunds and financial aid proceeds.

Contact Information:
- Web: www.webster.edu/bursar
- Toll Free: 1 (800) 981-9803
- Phone: (314) 968-7410
- Fax: (314) 963-6105
- Email: bursar@webster.edu

Career Services
Career Services empowers students to become independent job seekers and career managers by focusing on comprehensive career education. Career Services assists students in all stages of career development.

Contact Information:
- Web: www.webster.edu/careers
- careercn@webster.edu
- Toll Free: 800-981-9805
- Phone: 314-968-6982

Disability Accommodations
Webster University is committed to serving all students, including students with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, the Academic Resources Director coordinates and provides services for students with disabilities. Please contact Barbara Stewart if you have a disability and need academic accommodations or have an accessibility need.

Contact Information:
- Barbara Stewart (stewart@webster.edu)
- Phone: 314-997-2603

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

Contact Information:
- Web: admissions.webster.edu/admissions/finaid
- Toll Free: (800) 983-4623
- Phone: (314) 968-6992
- Fax: (314) 968-7125
- Email: Fincaid@webster.edu

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

Contact Information:
- Web: www.webster.edu/helpdesk
- Toll Free: (866)-435-7270
- Phone: 314-968-5995
- Email: support@webster.edu

Library
Webster University’s Emerson Library offers the latest in collections, online resources and information technology. The library houses a collection of more than 300,000 volumes of books, periodicals, scripts, music scores, CDs, DVDs, Blu-Ray, and other media. Library resources are not limited to materials found in the building. At http://library.webster.edu students, faculty, and staff will discover a wealth of electronic resources. Accessible 24/7 from campus, home, or office, these valuable resources include the library’s online catalog; over 150 online and full-text databases; video tutorials; Internet resources; and online services, including reference and electronic reserves.

Of course, the Library is more than just its physical and virtual presence - it is also a group of helpful, enthusiastic staff. Professional librarians offer general reference assistance in person, over the phone, or via email, and appointments can be made for in-depth help (either in person or online) from a subject specialist. Whether online or in person, come experience the library yourself!

Contact Information:
- Web: library.webster.edu
- Toll Free: 1-800-985-4279
- Phone: 314-968-7152
- Email: askref@webster.edu

Office of the Registrar
The Office of the Registrar submits loan deferments to lenders, certifies degree audits, sends letters of good standing, does enrollment verifications, degree verifications, transfer credit evaluations, processes transcript requests, works with GoArmyEd, registers students, processes adds, drops, and withdrawals.

Contact Information:
- Toll Free: (800) 987-3447
- Phone: 314-968-7450
- Fax: 314-968-7112
- Email: registraroffice@webster.edu
International Opportunities
Preparing students to be global citizens and leaders is a core part of Webster University's mission. With total immersion academic programs, including the Global MBA and the Global MA in International Relations, an acclaimed study abroad program, campuses on three continents, and students from nearly every country in the world, Webster provides students with ample opportunity for a truly international education. To learn how Webster can broaden your horizons, explore the programs and offices below:

The Center for International Education (CIE) is a crossroads of international opportunities and activities for the University and surrounding communities. It arranges housing for the international studies major and certificate programs and serves as an information resource for faculty, staff, and students seeking international fellowships, grants, internships and other programs.

Web: www.webster.edu/intl/cie

The International Business Internship Exchange (IBIE) places American students from Webster University in overseas “total immersion” internships that entail extensive foreign language and intercultural experience. Likewise, students from universities in Germany, Ghana, Japan, Mexico and the U.K. complete internships with corporations in Missouri. IBIE is a unique partnership among Webster University, the State of Missouri and several Missouri corporate sponsors.

Web: www.webster.edu/intl/ibie

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

Web: www.webster.edu/iris

The Multicultural Center provides programs and services to students and faculty to help foster a community environment that recognizes social differences, respects cultural uniqueness, and facilitates cross-cultural interaction, learning and appreciation.

Web: www.webster.edu/studlife/oma

International Study Opportunities for Webster Students
The Office of Study Abroad is the place to start for U.S. based students looking to study at any of Webster’s international campuses and beyond. The office prepares students for their travel and connects them with the campus directors and program coordinators who will help them succeed. It’s also where faculty start when they’re ready to teach at another Webster international campus. A wealth of information and links to resources can be found on the Study Abroad website.

Web: www.webster.edu/studyabroad
Phone: 800-984-6857 or 314-968-6988
Fax: 314-963-6019
Email: worldview@webster.edu

International Academic Programs
In addition to our offices and centers that facilitate international education, Webster also offers several academic programs designed specifically with an international perspective in mind:

Global MA in International Relations
Global MBA Program (MBA degree)
International Business, MA
International Languages and Cultures, study emphasis
International Nongovernment Organizations, MA
International Relations, MA

Information for Military Students
Serving the military on installations since 1974, Webster University currently offers programs at 40 military installations, provides service/advising centers at 24 other military installations and offers Cooperative Masters Degrees with 36 DoD professional schools. This extensive educational network makes Webster University one of the largest providers of graduate military education in the United States.

Military students at Webster University have access to administrators, support staff, academic advisors and faculty. Webster’s military students have access to student services equal to those available to main campus students. They can register for classes, order textbooks, get their grades, and access their academic and business office records—in person or online. Also available in person and online are financial aid forms, information about scholarships, and financial aid entrance counseling.

Military students at Webster University have a streamlined application process, recognition of their previously earned academic credit, tuition waivers and significant tuition discounts, tuition refunds when military duty affects course completion.

Webster is a Servicemember Opportunity College member and is recognized for providing quality, affordable, targeted and military friendly professional programs.

For more information on admissions for military students, see page 9.
For tuition, see page 9.
Web: www.webster.edu/military
Webster University

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.

MA, MS, MHA, MPA, MBA, DMgt

Summer 2011 .......................................................May 31-August 6

Fall 2011
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 2012
January 9.............................. 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 2 and semester classes

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

MSN, MFA, MM, School of Ed (MA, MAT, MET, EdS)

Summer 2011 .......................................................June 6 – July 29

Fall 2011
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 2012
January 16.............................. 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 30, 2011.............................. Memorial Day
July 4, 2011.............................. Independence Day observance
September 5, 2011.............................. Labor Day
November 11, 2011.............................. Veterans Day*
November 24, 2011.............................. Thanksgiving Day
November 25, 2011.............................. Thanksgiving Friday
January 16, 2012.............................. Martin Luther King, Jr. Day

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

For more detailed information, including drop and withdrawal deadlines, as well as calendars for international campuses, please visit www.webster.edu/academics/calendar.shtml.

Mission and Values

Mission

Webster University, a worldwide institution, ensures high quality learning experiences that transform students for global citizenship and individual excellence.

Vision

Our vision is to be a premier U.S.-based international university setting a distinct standard for global education.

This vision is built on a foundation of excellence in teaching and enhanced by an international perspective that fosters dialogue, respect and understanding across boundaries and between peoples. The educational endeavors in support of this vision are meeting the needs and enriching a global mix of learners within an ever increasing network of students desiring a U.S. education in multiple parts of the world. The institution is committed to offering these students a distinct personal experience and building the resources required to achieve this vision. The actions of the institution are shaped by our core values.

Core Values

Students

By sustaining a personalized approach to education through small classes, close relationships with faculty and staff, and attention to student life.

Learning

By developing educational programs that join theory and practice, provide an international perspective, encourage creativity and scholarship, and foster a lifelong desire to learn and actively serve communities and the world.

Diversity

By creating an environment accessible to individuals of diverse cultures, ages, and socioeconomic backgrounds and instilling in students a respect for diversity and an understanding of their own and others values.

Global Citizenship

By educating a diverse population locally, nationally, and internationally, acting responsibly toward the environment to foster a sustainable future, and strengthening the communities we serve.

Statement of Ethics

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

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

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

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

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

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

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

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

Licensures/Approvals and Specialized Accreditations

State Licensures
- **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 campuses at Little Rock, Little Rock Air Force Base, Fort Smith, and Fayetteville are certified by the Arkansas Department of Higher Education. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §§ 61-301. 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 for 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 have lost 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

- **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, Merritt Island, Ocala, Melbourne, Sarasota, Tampa Bay, Manatee, 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
  325 West Gaines Street
  Suite 1414
  Tallahassee, FL 32399-0400
  Telephone: 888-224-6684 (Toll free) or 850-245-3200

- **Illinois**: The metropolitan campus in Elgin 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. The complaint must be in writing. The school director will provide students with the necessary form.

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

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

  State Council of Higher Education for Virginia (SCHEV)
  101 N. 14th Street
  Richmond, VA. 23219
  (804) 225-2600

- **Washington**: Webster University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Webster Uni-

Webster University 2011–2012
Webster University

University to offer the following degree programs: Master of Arts in Business and Organizational Security Management; Master of Arts in Counseling-Community Counseling; Master of Arts in Human Resources Development; Master of Arts in Information Technology Management; Master of Arts in Management and Leadership; and Master of Business Administration. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

Specialized Accreditations

- Business related programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).
- Music programs and degrees are fully accredited and approved by the National Association of Schools of Music (NASM).
- Nursing programs and degrees are accredited by the National League for Nursing (NLN).
- Webster University is registered for state teachers' certificates by the Department of Education of the State of Missouri.
- Webster University is approved by the National Board for Certified Counselors, Inc. as a continuing education provider to licensed mental health practitioners.
- Only the St. Louis Campus' legal studies B.A., M.A. and Paralegal Certificates are approved by the American Bar Association.
- The nurse anesthesia program is accredited by the Council on Accreditation (COA) of nurse anesthesia educational programs.
- Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

International Recognitions

- China: The Webster University MBA program, offered in partnership with the Shanghai University of Finance and Economics, is officially approved by and recognized by the Ministry of Education in China.
- Thailand: Webster University in Thailand is an accredited, private university by the Thailand Ministry of Education under Thai law.
- Austria: Webster University in Vienna is accredited by the Austrian Ministry for Education and Culture as a private university under Austrian law.
- The Netherlands: Webster University in the Netherlands is accredited by the Netherlands-Flemish Accreditation Agency (NVAO) and is an approved institute of higher education under Dutch law.

Memberships

Webster University holds membership in the following organizations or associations:

- American Association for Paralegal Education
- American Association of Colleges of Nursing (AACN)
- American Association of Colleges of Teacher Education (AACTE)
- American Council on Education
- Association of American Colleges and Universities (AAC&U)
- Association of Theatre in Higher Education
- College Art Consortium
- College Consortium for International Studies
- College Entrance Examination Board
- Council for Adult and Experiential Learning (CAEL)
- Council of Independent Colleges (CIC)
- Council on International Educational Exchange
- Educational Theatre Association
- Higher Education Council of Metropolitan St. Louis
- Independent Colleges and Universities of Missouri
- Institute of International Education
- International Council of Fine Arts Deans
- Missouri Music Educators Association
- National Education Association
- National League for Nursing

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.

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.
Tuition and Fees
The tuition rates listed are effective for the 2011-2012 academic year and may be subject to change.

College of Arts & Sciences; LG College of Fine Arts; GHW School of Business & Technology; School of Communications
MA, MS, MSN, MBA, MHA, MFA, MPA, and MM

Students enrolled in:
St. Louis area campuses1
Irvine and San Diego campuses:
Other Metropolitan campuses:
Military campuses:
Online Courses:

Active Duty Military, Reservists, & National Guard *
Students enrolled in:
Metropolitan Locations:
Military Locations:
Online Courses:

1except doctoral students and other specialized degree areas

* Retired military, federal and contract employees of the installation, and dependents of active duty military also qualify for a reduced tuition rate in on-base in-class courses.

College of Arts & Sciences MS in Nurse Anesthesia Students:
Tuition (per term, excluding fees): $5020/term

GHW School of Business Doctoral Students:
$685/credit hour

School of Education EdS, MA, MAT, MET
Students enrolled in:
St. Louis area campuses:
Extended sites:
Online Courses:
In-Service Courses:
Off-campus face-to-face:
Graduate Alumni:

1including courses held at the WGSD location
2not applicable to online, in-service, and off-campus courses

Tuition, Fees and Refunds

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

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

<table>
<thead>
<tr>
<th>Class</th>
<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>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 1</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Week 2</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Withdraw:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 3</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td></td>
<td>Week 4</td>
<td>50%</td>
<td>25%</td>
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<tr>
<td></td>
<td>Week 5</td>
<td>25%</td>
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<td>Week 6</td>
<td>25%</td>
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<td></td>
<td>Week 8</td>
<td>25%</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Week 9</td>
<td>0%</td>
<td>N/A</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.
Tuition, Fees and Refunds

Financial Aid
Students requiring financial assistance are encouraged to contact the Office of Financial Aid at the St. Louis home campus or their local 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.

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. Non-degree students and students working on the MAT 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 non-veteran 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.
Campus Locations and Offerings

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

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

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

Domestic Campuses

Please see Licensures/Approvals and Specialized Accreditations section on page 7 to view individual state licensure information.

Arizona

**Luke Air Force Base***
P.O. Box 726  
Litchfield Park, AZ 85340  
Ph: (623) 536-6880  
Fax: (623) 536-6882  
Web: www.webster.edu/lukeafb/  
Lynette Knight, senior director  
Programs offered:  
MA Business and Organizational Security Management  
MA Human Resources Management  
MA Management and Leadership  
MA Procurement and Acquisitions Management  
Master of Business Administration (MBA)  
Master of Public Administration (MPA)

Arkansas

**Fayetteville Metro***

Millsap Plaza  
688 Millasp Rd., Ste. 200  
Fayetteville, AR  72703-4096  
Ph: (479) 571-1511  
Fax: (479) 571-3511  
Web: www.webster.edu/fayetteville/  
Roger Esser, director  
Programs Offered:  
MA Human Resources Management  
MA Management and Leadership  
Master of Business Administration (MBA)

**Fort Smith Metro***

801 Carnall Avenue  
Suite 200  
Fort Smith, AR  72901  
Ph: (479) 484-7747  
Fax: (479) 484-9330  
Web: www.webster.edu/fortsmith/  
Diane Fagan, senior director  
Programs Offered:  
MA Human Resources Management  
Master of Business Administration (MBA)

**Little Rock Air Force Base***

P.O. Box 1280  
Jacksonville, AR  72078  
Ph: (501) 988-5331  
Fax: (501) 988-1571  
Web: www.webster.edu/littlerockafb/  
Ann Kimbrough, director  
Janie Jackson, director On-Site

**Little Rock Metro***

200 W. Capitol Ave.  
Suite 1500  
Little Rock, AR  72201  
Ph: (800) 828-2598  
Fax: (501) 375-1623  
Ann Kimbrough, director  
Janie Jackson, On-Site  
Web: www.webster.edu/littlerock/  
Programs Offered:  
MA Business and Organizational Security Management  
MA Human Resources Management  
MA International Business  
MA Management and Leadership  
MA Marketing  
MA Media Communications  
Master of Business Administration (MBA)  
Master of Health Administration (MHA)  
MS Environmental Management  
MS Finance

California

**Edwards Air Force Base***

95 MSS/DPEE  
140 Methusa Ave.  
Edwards AFB, CA  93524-1400  
Ph: (661) 258-8501  
Fax: (661) 258-8507  
Web: www.webster.edu/edwardsafb/  
Karen LaPrell-Fudala, director  
Programs offered:  
MA Human Resources Management  
MA Management and Leadership  
Master of Business Administration (MBA)

**Irvine Metro***

32 Discovery, Suite 250  
Irvine, CA  92618  
Ph: (949) 450-9066  
Fax: (949) 450-9004  
Web: www.webster.edu/irvine/  
Harry Schuler, regional director  
Programs offered:  
Cert Government Contracting  
MA Business and Organizational Security Management  
MA Counseling
Campus Locations and Offerings

MA Human Resources Management
MA Information Technology Management
MA International Business
MA Management and Leadership
MA Procurement and Acquisitions Management
Master of Business Administration (MBA)

Los Angeles Air Force Base
61 FSS/FSD
483 N. Aviation Blvd.
Bdg 272 Rm. C2-302
El Segundo, CA 90245
Ph: (310) 607-8005
Fax: (310) 607-8008
Web: www.webster.edu/laafb/
Janice Neal, director
Programs offered:
Cert Government Contracting
MA Business and Organizational Security Management
MA Information Technology Management
MA Management and Leadership
MA Procurement and Acquisitions Management
Master of Business Administration (MBA)
Master of Health Administration (MHA)
MS Finance

San Diego Metro*
6333 Greenwich Drive, Suite 230
San Diego, CA 92122
Ph: (858) 458-9310
Fax: (858) 458-0914
Web: www.webster.edu/sandiego/
Madeleine Gervais, director
Programs offered:
MA Business and Organizational Security Management
MA Human Resources Management
MA Management and Leadership
Master of Business Administration (MBA)
MS Finance

Colorado Springs Metro*
5475 Tech Center Drive
Suite 110
Colorado Springs, CO 80919
Ph: (719) 590-7340
Fax: (719) 590-7343
Web: www.webster.edu/coloradosprings/
Margaret Reed, senior director
Programs offered:
Cert Government Contracting
MA Human Resources Management
MA Information Technology Management
MA Management and Leadership
MA Procurement and Acquisitions Management
Master of Business Administration (MBA)
MS Finance
MS Space Systems Operations Management

Denver Metro*
9250 East Costilla Avenue
Suite 310
Greenwood Village, CO 80112
Ph: (303) 708-8305
Fax: (303) 708-8439
Web: www.webster.edu/denver/
Karl Sterner, regional director
Programs offered:
MA Human Resources Development
MA Human Resources Management
MA Management and Leadership
Master of Business Administration (MBA)
Master of Health Administration (MHA)
MS Space Systems Operations Management

Peterson Air Force Base
201 West Stewart Dr., Suite 106
Force Development Center
Peterson AFB, CO 80914
Ph: (719) 574-7562
Fax: (719) 574-2333
Web: www.webster.edu/coloradosprings/
Margaret Reed, senior director
Programs offered:
Cert Government Contracting
MA Information Technology Management
MA Management and Leadership
MA Procurement and Acquisitions Management
MS Space Systems Operations Management

District of Columbia
Bolling Air Force Base*
P.O. Box 8171
Washington, DC 20032-8171
Ph: (202) 561-4382
Fax: (202) 561-7263
Web: www.webster.edu/dcmetro/bolling/
director TBA
Rosemary Kelley, assistant director
Programs offered:
Cert Government Contracting
MA Business and Organizational Security Management
MA Human Resources Management
MA Information Technology Management
MA Management and Leadership
MA Procurement and Acquisitions Management
Master of Business Administration (MBA)

Bureau of Medicine & Surgery
Bureau of Medicine and Surgery
2300 E Street NW
Washington, DC 20372-5300
Ph: (202) 223-9224
Fax: (202) 223-3025
Web: www.webster.edu/dcmetro/bumed/
director TBA
Irina Leslie, interim assistant director
Programs offered:
MA International Relations
Master of Business Administration (MBA)

Florida
Jacksonville Metro*
10407 Centurion Parkway N., Suite 210
Jacksonville, FL 32256
Ph: (904) 268-3037
Fax: (904) 262-1459
Web: www.webster.edu/jacksonville/
Cristina Echeverry, director
Programs offered:
MA Counseling
Campus Locations and Offerings

Jacksonville Naval Air Station
Navy Campus Ed Center
N.A.S. Bldg. 110, Box 137
Jacksonville, FL 32212-5000
Ph: (904) 779-7124
Fax: (904) 779-1247
Web: www.webster.edu/jacksonville/
Cristina Echeverry, director
Programs offered:
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- MS Finance

Lakeland Metro*
Lakeside Village
1479 Towne Center Drive, Suite 202
Lakeland, FL 33803
Ph: (863) 687-9309
Fax: (863) 687-9062
Web: www.webster.edu/lakeland/
Angie Birdwell, director
Programs offered:
- MA Counseling
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

Melbourne/Palm Bay*
1775 W. Hibiscus Blvd.
Suite 100
Melbourne, FL 32901-2620
Ph: (321) 956-6700
Fax: (321) 956-6525
Web: www.webster.edu/spacecoast/palmbay/index.shtml
Debra Yannotti, senior director
Programs offered:
- Cert Government Contracting
- DE MA Counseling
- MA Information Technology Management
- MA Management and Leadership
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)
- MS Computer Science/Distributed Systems

Ocala Metro*
4414 SW College Dr., Suite 942
Ocala, FL 34471
Ph: (352) 861-9330; (877) 986-2252
Fax: (352) 861-9333
Web: www.webster.edu/ocala/
Tracy Rogers, director
Programs offered:
- MA Counseling
- MA Human Resources Development
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)

Orlando North Metro*
2180 W SR434, Suite 5100
Longwood, FL 32779
Ph: (407) 869-8111
Fax: (407) 869-8623
Web: www.webster.edu/orlando/
Thomas Janke, regional director
Lori Burbank, assistant director
Kate Wiles, regional academic director
Programs offered:
- MA Counseling
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- MA Marketing
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- MS Finance

Orlando South Metro*
6750 Forum Drive
Suite 300
Orlando, FL 32821
Ph: (407) 345-1139
Fax: (407) 345-0377
Web: www.webster.edu/orlando/
Ronald Stewart, senior director
Lori Burbank, assistant director
Kate Wiles, regional academic director
Programs offered:
- MA Counseling
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- MA Marketing
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- MS Finance

Patrick Air Force Base
Building 998
1020 Central, Suite C-15
Patrick AFB, FL 32925-2901
Ph: (321) 868-5194
Fax: (321) 868-5174
Web: www.webster.edu/spacecoast/patrickafb/index.shtml
Ronald Stewart, senior director
Programs offered:
- MA Business and Organizational Security Management
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- Master of Public Administration (MPA)
Campus Locations and Offerings

**Sarasota Metro**
8043 Cooper Creek Blvd. #101
University Park, FL  34201
Ph:  (941) 358-3840
Fax:  (941) 358-3816
Web: www.webster.edu/sarasota/
Mary Ellis, director
Cindy Saunders, assistant director

Programs offered:
- MA Counseling
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)

**Merritt Island/Space Coast Metro**
150 N. Sykes Creek Parkway
Suite 200
Merritt Island, FL  32953
Ph:  (321) 449-4500
Fax:  (321) 454-7799
Web: www.webster.edu/spacecoast/merritt/index.shtml
Amanda Kay Cosat, senior director

Programs offered:
- Cert Government Contracting
- MA Business and Organizational Security Management
- MA Counseling
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)
- MS Computer Science/Distributed Systems

**Tampa Bay/St. Petersburg**
11201 Corporate Circle North
Suite 140
St. Petersburg, FL  33716
Ph:  (727) 570-9300; (800) 967-0730
Fax:  (727) 570-9303
Web: www.webster.edu/stpetersburg/
Mary Ellis, director

Programs offered:
- MA Counseling
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- MS Finance

**Georgia**

**Fort Gordon**
P.O. Box 8254
Ft. Gordon, GA 30905
Ph:  (706) 798-3955
Web: www.webster.edu/fortgordon/
Cassie Wilson, director

Programs offered:
- MA Business and Organizational Security Management
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- Master of Business Administration (MBA)

**Great Lakes Naval Base**
2221 MacDonough Street
Bldg. 617, Rm. 201
Great Lakes, IL  60088
Ph:  (847) 578-0974
Fax:  (847) 578-1358
Web: www.webster.edu/greatlakes/
David Ramey, senior director

Programs offered:
- MA Human Resources Development
- MA Management and Leadership
- Master of Business Administration (MBA)

**Illinois**

**Elgin Metro**
1750 North Randall Rd., Suite 230
Elgin, IL  60123
Ph:  (847) 429-0391
Fax:  (847) 429-0395
Web: www.webster.edu/elgin/
Valerie Perera, director

Programs offered:
- MA Human Resources Development
- MA Management and Leadership
- Master of Business Administration (MBA)

**Fort Stewart**
Army Education Center
100 Knowledge Drive
Fort Stewart, GA  31314-5066
Ph:  (912) 876-8080
Fax:  (912) 876-8084
Web: www.webster.edu/georgia/
Christiane Heilman, senior director

Programs offered:
- MA Business and Organizational Security Management
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)

**Hunter Army Airfield**
PO. Box 42029
Hunter AAF, GA  31409-0029
Ph:  (912) 354-0003
Fax:  (912) 354-0039
Web: http://www.webster.edu/georgia/
Christiane Heilman, senior director
Marsha Sands, assistant director

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

**Moody Air Force Base**
23 FSS/FSDE
3010 Robinson Road
Moody AFB, GA  31699-1518
Ph:  (229) 257-1775
Fax:  (229) 245-8008
Web: www.webster.edu/moodyafb/
Claire Shawhan, director

Programs offered:
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)
Campus Locations and Offerings

Scott Air Force Base
375 FSS/FSDE
404 W. Martin St., Rm. 78
Scott AFB, IL 62225-1607
Ph: (618) 746-4747; 256-3124
Fax: (618) 746-2315
Web: [www.webster.edu/scottafb/](http://www.webster.edu/scottafb/)
Stephen Forsha, director
Programs offered:
- MA Human Resources Development
- MA Information Technology Management
- MA International Relations
- MA Management and Leadership
- MA Procurement and Acquisitions Management

Kansas

Fort Leavenworth*
P.O. Box 3134
Ft. Leavenworth, KS 66027
Ph: (913) 682-1922
Fax: (913) 682-7746
Web: [www.webster.edu/ftleavenworth/](http://www.webster.edu/ftleavenworth/)
James Meadows, director
Programs offered:
- CERT Government Contracting
- MA Business and Organizational Security Management
- MA Human Resources Management
- MA International Relations
- MA Management
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)

McConnell Air Force Base
22 FSS/FSDE
5347 Lawrence Court
McConnell AFB, KS 67221
Ph: (316) 686-6841
Fax: (316) 686-6882
Web: [www.webster.edu/mcconnell/](http://www.webster.edu/mcconnell/)
James Meadows, director
Programs offered:
- MA Human Resources Development
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

Maryland

Andrews Air Force Base
316 MSS/DPE
1413 Arkansas Rd.
Andrews Air Force Base, MD 20762-6405
Ph: (301) 420-2256
Fax: (301) 420-2258
Web: [www.webster.edu/dcmetro/andrews/](http://www.webster.edu/dcmetro/andrews/)
director TBA
Robert Bivins, assistant director
Programs offered:
- MA International Relations
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)

Missouri

Fort Leonard Wood*
268 Constitution St., Ste. 11
Ft. Leonard Wood, MO 65473-8934
Ph: (573) 329-6777
Fax: (573) 329-2609
Web: [www.webster.edu/ftleonardwood/](http://www.webster.edu/ftleonardwood/)
Aaron Williams, director
Programs offered:
- MA Business and Organizational Security Management
- MA Human Resources Development
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- Master of Public Administration (MPA)
- MS Environmental Management

Kansas City Metro*
1200 East 104th Street, Suite 100
Kansas City, MO 64131
Ph: (816) 444-1000
Fax: (816) 444-1740
Web: [www.webster.edu/kc/](http://www.webster.edu/kc/)
Carolyn Cottrell, regional director
Richard St. Clair, academic director for military programs
Programs offered:
- Cert Mo ESOL
- Cert Nurse Educator (GR)
- Cert Nurse Leader (GR)
- MA Counseling
- MA Education and Innovation
- MA Human Resources Development
- MA Human Resources Management
- MA Management and Leadership
- MA Marketing
- MA Teaching English as a Second Language
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- MS Finance
- MSN Nursing

Kentucky

Louisville Metro*
1031 Zorn Avenue
Suite 200
Louisville, KY 40207
Ph: (502) 896-1835
Fax: (502) 896-1838
Web: [www.webster.edu/louisville/](http://www.webster.edu/louisville/)
Brian Daly, director
Programs offered:
- MA Advertising and Marketing Communications
- MA Counseling
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- MA Media Communications
- MA Public Relations
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

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Campus Locations and Offerings

Old Post Office*
815 Olive Street, Suite 20
St. Louis, MO 63101
Ph: (314) 968-5966
Fax: (314) 621-9232
Web: www.webster.edu/oldpostoffice/
Nicole Roach, director
Alyce Herndon, assistant director
Programs offered:
- Cert Paralegal Studies
- MA Business and Organizational Security Management
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA Legal Studies
- MA Management and Leadership
- Master of Business Administration (MBA)

Ozarks Metro
321 W. Battlefield, Second Floor
Springfield, MO 65807
Ph: (417) 883-0200
Fax: (417) 883-1510
Web: www.webster.edu/ozarks/
Laura Ward, senior director
Programs offered:
- MA Business and Organizational Security Management
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

Rolla Metro*
1103 Kingshighway
Rolla, MO 65401-2922
Ph: (573) 368-4569
Fax: (573) 368-5497
Web: www.webster.edu/rolla/
Aaron Williams, director
Julie Loyet, assistant director
Programs offered:
- MA Counseling
- Master of Health Administration

St. Louis Home Campus*
470 East Lockwood Avenue
Webster Groves, MO 63119-3194
Ph: (314) 968-7100
Fax: (314) 968-7116
Web: www.webster.edu
Programs offered:
- Adv Grad Cert Assessment of Learning and Cognitive Development
- Adv Grad Cert Gifted Education and Talent Development
- Adv Grad Cert Immigration and Refugee Studies
- Cert Comp Sci/Distributed Systems
- Cert Education for Global Sustainability
- Cert Gerontology
- Cert Intellectual Property Paralegal Studies
- Cert Nonprofit Management
- Cert Nurse Educator
- Cert Nurse Leader
- Cert Paralegal Studies
- Cert Pedagogical Coordination in Reggio Emilia Approach
- Cert Positive Behavioral Interventions and Supports
- Cert Teaching English as a Foreign Language
- Cert Teacher Leadership
- Doctor of Management
- EdD Educational Leadership
- Global MA International Relations
- Global Master of Business Administration (MBA)
- MA Advertising and Marketing Communications
- MA Applied Educational Psychology
- MA Art
- MA Communication Arts
- MA Communications Management
- MA Counseling
- MA Early Childhood Education
- MA Education and Innovation
- MA Gerontology
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA International Business
- MA Legal Studies
- MA Management and Leadership
- MA Marketing
- MA Mathematics for Educators
- MA Media Communications
- MA Media Literacy
- MA Music
- MA Public Relations
- MA Reading
- MA Social Science Education
- MA Special Education
- MA Teaching English as a Second Language
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Master of Music
- MAT Early Childhood Education
- MAT Elementary Education
- MAT Middle School Education
- MAT Mild/Moderate Disabilities
- MAT Secondary School Education
- MET Educational Technology
- MFA Arts Management and Leadership
- MS Environmental Management
- MS Finance
- MS Forensic Accounting
- MS Nurse Anesthesia
- MS Science Management and Leadership
- MS U.S. Patent Practice
- MSN Nursing

Westport*
11885 Lackland Rd.
St. Louis, MO 63146
Ph: (314) 968-5955
Fax: (314) 291-5099
Web: www.webster.edu/westport/
Mary Kunde Smith, senior director
Pat N. Froeckman, assistant director
Programs offered:
- Cert Government Contracting
- MA Human Resources Development
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- MA Procurement and Acquisitions Management
- MA Science Management & Leadership
- Master of Business Administration (MBA)
- MS Finance
Campus Locations and Offerings

**Whiteman Air Force Base**
P.O. Box 6099
Whiteman AFB, MO 65305-6099
Ph: (660) 563-2006
Fax: (660) 563-3666
Web: www.webster.edu/whitemanafb/
Brooke Morgan, senior director
Programs offered:
- MA Human Resources Development
- MA Information Technology Management
- MA Management and Leadership
- Master of Business Administration (MBA)

**Winghaven**
2229 Technology Drive
Suite 300
O’Fallon, MO 63368-7344
Ph: (636) 561-2400; 968-5988
Fax: (636) 625-2522
Web: www.webster.edu/winghaven/
Mary Kunde Smith, senior director
Programs offered:
- MA Human Resources Management
- MA Management and Leadership
- Master of Business Administration (MBA)

**New Mexico**

**Albuquerque Metro**
4775 Indian School NE
Suite 300
Albuquerque, NM 87110
Ph: (505) 292-6988
Fax: (505) 275-8998
Web: www.webster.edu/albuquerque/
Ellen Driber-Hassall, senior director
Programs offered:
- MA Business and Organizational Security Management
- MA Counseling

**Kirtland Air Force Base**
P.O. Box 18048
Albuquerque, NM 87185-8048
Ph: (505) 255-3645
Fax: (505) 255-3695
Web: www.webster.edu/albuquerque/
Ellen Driber-Hassall, senior director
Programs offered:
- MA Human Resources Development
- MA Information Technology Management
- MA Management and Leadership
- Master of Business Administration (MBA)

**South Carolina**

**Beaufort Naval Hospital**
P.O. Box 6168-C
Beaufort, SC 29902
Ph: (843) 524-1851
Fax: (843) 524-1902
Web: www.webster.edu/beaufort/
Richard W. Crosby, senior director
Programs offered:
- MA Business and Organizational Security Management
- MA Human Resources Development
- MA Management and Leadership
- Master of Business Administration (MBA)
Campus Locations and Offerings

Charleston Air Force Base
437 FSS/FSDE (AMC)
101 West Hill Blvd., Bldg. 221
Charleston AFB, SC. 29404
Ph: (843) 767-2278
Web: www.webster.edu/charleston/
David Dunlap, regional director
Programs offered:
  - MA Business and Organizational Security Management

Charleston Metro*
5300 International Boulevard, Bldg. B
N. Charleston, SC. 29418
Ph: (843) 760-1324
Fax: (843) 760-1153
Web: www.webster.edu/charleston/
David Dunlap, regional director
Programs offered:
  - MA Counseling
  - MA Human Resources Development
  - MA Human Resources Management
  - MA Information Technology Management
  - MA Management and Leadership
  - Master of Business Administration (MBA)

Columbia Metro
8911 Farrow Road, Suite 101
Columbia, SC. 29203
Ph: (803) 699-0900
Fax: (803) 699-2488
Web: www.webster.edu/columbia/
John Simpson, director
Programs offered:
  - MA Counseling
  - MA Human Resources Development
  - MA Human Resources Management
  - MA Information Technology Management
  - MA Management and Leadership
  - Master of Business Administration (MBA)

Fort Jackson
P.O. Box 10328
Ft. Jackson, SC. 29207
Ph: (803) 738-0603
Fax: (803) 738-0338
Web: www.webster.edu/ftjackson/
Vince Stovall, senior director
Programs offered:
  - MA Business and Organizational Security Management
  - MA Human Resources Management
  - MA Information Technology Management
  - MA Management and Leadership
  - Master of Business Administration (MBA)
  - Master of Health Administration (MHA)

Greenville Metro*
124 Verdae Drive, Ste. 400
Greenville, SC. 29607
Ph: (864) 676-9002
Fax: (864) 676-0601
Web: http://www.webster.edu/greenville/
director TBA
Sam Cooper, regional academic director
Programs offered:
  - MA Counseling
  - MA Human Resources Development
  - MA Management and Leadership
  - Master of Business Administration (MBA)

Myrtle Beach Metro*
4589 Oleander Drive
Myrtle Beach, SC. 29577
Ph: (843) 497-3677
Fax: (843) 497-9268
Web: www.webster.edu/myrtlebeach/
Timothy Groza, senior director
Programs offered:
  - MA Counseling
  - MA Human Resources Development
  - MA Information Technology Management
  - MA Management and Leadership
  - Master of Business Administration (MBA)

Shaw Air Force Base
398 Shaw Drive, Rm. 108
Shaw AFB, SC. 29152
Ph: (803) 666-2254
Fax: (803) 666-2287
Web: www.webster.edu/shaw/
Michelle Dearth Cannon, director
Programs offered:
  - Cert Government Contracting
  - MA Information Technology Management
  - MA Procurement and Acquisitions Management
  - Master of Business Administration (MBA)

Tennessee
Memphis Naval Support Activity
5722 Integrity Drive
NSA Mid-South Building S-241
Millington, TN. 38054-5002
Ph: (901) 873-1531
Fax: (901) 873-1534
Web: www.webster.edu/memphis/
Carol Miles, senior director
Programs offered:
  - MA Human Resources Management
  - MA Information Technology Management
  - MA Management and Leadership
  - Master of Business Administration (MBA)

Texas
Camp Bullis
Building 6107
Camp Bullis Road
San Antonio, TX. 78234
Ph: (210) 226-3373
Fax: (210) 224-1797
Web: www.webster.edu/sanantonio/
Joyce Peavy, regional director
Programs offered:
  - Master of Business Administration (MBA)
Campus Locations and Offerings

**Fort Bliss***
P.O. Box 6077
Ft. Bliss, TX  79906-6077
Ph:  (915) 562-4400
Fax:  (915) 562-8635
Web:  www.webster.edu/ftbliss/
Beth Barker, director
Programs offered:
- Cert Government Contracting
- MA Business and Organizational Security Management
- MA Counseling
- MA Human Resources Development
- MA Information Technology Management
- MA Management and Leadership
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

**Fort Sam Houston***
2408 N. New Braunfels Ave.
Suite 30
Ft. Sam Houston, TX  78234-5030
Ph:  (210) 226-3373
Fax:  (210) 224-1797
Web:  www.webster.edu/sanantonio/
Joyce Peavy, regional director
Jim Georgoulakis, regional academic director
Programs offered:
- MA Human Resources Development
- MA Management and Leadership
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

**Lackland Air Force Base**
37 MSS/DPE,
1550 Wurtsmith St.
Bldg. 5725, Room 156
Lackland AFB, TX  78150-4520
Ph:  (210) 674-0014
Fax:  (210) 670-9035
Web:  www.webster.edu/sanantonio/
Richard Bunch, director
Programs offered:
- MA Counseling
- MA Human Resources Development
- MA Information Technology Management
- MA Management and Leadership
- MA Procurement and Acquisitions Management
- Master of Health Administration (MHA)
- Master of Public Administration (MPA)

**Randolph Air Force Base**
902 FSS/FSDE, Education Center
301 B St. West, Bldg. 208
Randolph AFB, TX  78150-4520
Ph:  (512) 658-0707
Fax:  (512) 658-6405
Web:  www.webster.edu/sanantonio/
Joyce G. Peavy, regional director
Programs offered:
- MA Human Resources Development
- MA Management and Leadership

**Utah**

**Hill Air Force Base**
75 FSS/FSDE
7290 Weiner Street, Bldg. 383, Ste. 114
Hill AFB, UT  84056-5003
Ph:  (801) 779-2061
Fax:  (801) 779-2062
Web:  www.webster.edu/hill/
Jeanie Erekson, senior director
Programs offered:
- MA Human Resources Management
- MA Information Technology Management
- MA Management and Leadership
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)

**Virginia**

**Fort Belvoir**
9625 Belvoir Rd., Rm. 143
Fort Belvoir, VA  22060
Ph:  (703) 781-7942
Fax:  (703) 781-3834
Web:  www.webster.edu/dcmetro/belvoir/
director TBA
Yvette Wilson-Stephens, assistant director
Programs offered:
- Cert Government Contracting
- MA Business and Organizational Security Management
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)

**Washington**

**Fairchild Air Force Base**
92 FSS/FSDE
6 West Castle St.
Fairchild AFB, WA  99011-9406
Ph:  (509) 244-2079
Fax:  (509) 244-2085
Web:  www.webster.edu/wa
Monique Kottwitz, senior director
Programs offered:
- MA Business and Organizational Security Management
- MA Human Resources Development
- MA Management and Leadership
- Master of Business Administration (MBA)
International Campuses

Austria
Vienna
Webster University
Berchtoldgasse 1
A-1220 Vienna
AUSTRIA
Ph: (011) 431-269-92 93
Fax: (011) 431-269-92-93-13
Web: www.webster.ac.at/
Arthur Hirsh, director
Regina Kecht, academic director
Programs offered:
- MA Human Resources Management
- MA International Business
- MA International Relations
- MA Marketing
- MA Psychology with emphasis in Counseling Psychology
- Master of Business Administration (MBA)
- MS Finance

China
Shanghai
Webster office, MBA School
Shanghai University of Finance & Economics
369 North Zhong Shan 1 Road,
Hongkou district, Shanghai 200083, China
Ph: (011) 86 (21) 65363559
Fax: (011) 86 (21) 65363559
Web: www.websterchina.com/
Rick Foristel, director
Nelly Zhang, assistant director
Programs offered:
- Master of Business Administration (MBA)

Chengdu
Joint IMBA Office, School of Management
Room 306, Electronic Information Building,
School of Management & Economics,
University of Electronic Science & Technology of China,
Chengdu, Sichuan, 610054 P. R. China
Ph: (011) 86 (28) 83200870
Web: www.websterchina.com/
Rick Foristel, director
Tina Yang
Programs offered:
- Master of Business Administration (MBA)

Shenzhen
Shenzhen Campus of Shanghai University
SUFE Shenzhen
3F Sichuan Building, Hongli Road,
Futian District, Shenzhen, 518028
Tel: (011) 86 (755) 8367 3553,
(011) 86 (755) 8367 3280,
(011) 86 13723721172
Web: www.websterchina.com/
Rick Foristel, director
Serene Qiu
Programs offered:
- Master of Business Administration (MBA)

The Netherlands
Leiden
Webster University
Boommarkt 1
2311 EA Leiden
THE NETHERLANDS
Ph: (011) 31 (0) 71 516 8000
Fax: (011) 31 (0) 71 516 8000
Web: www.webster.nl/
Jean Paul van Marissing, director
Jacques Kaat, academic director
Programs offered:
- MA Business and Organizational Security Management
- MA International Non-Governmental Organizations
- MA International Relations
- MA Management and Leadership
- MA Media Communications
- MA Procurement and Acquisitions Management
- Master of Business Administration (MBA)

Switzerland
Geneva
Webster University
15, Route de Collex
CH-1293 Bellevue
SWITZERLAND
Ph: (011) 41-22-959-8000
Fax: (011) 41-22-959-8013
Web: www.webster.ch/
Robert Spencer, director General-Europe
Ronald Daniel, academic director
Programs offered:
- Cert Healthcare Leadership
- MA Counseling
- MA Health Care Management (French)
- MA Human Resources Management
- MA International Non-Governmental Organizations
- MA International Relations
- MA Management and Leadership
- Master of Business Administration (MBA)

Thailand
Bangkok
Webster University Bangkok Center
Maneeya Center (Box 40), 10th Floor, 518/5,
Ploenchit Road
Bangkok 10330, THAILAND
Ph: (011) 6133 66 2653-0705
Fax: (011) 66 2652-0708
Web: www.webster.ac.th/
Ratis Thakur, director
Margaret McMillion, MAIR Program director
Jain V James MBA, Program director
Programs offered:
- MA International Relations
- MA Media Communications
- Master of Business Administration (MBA)
Campus Locations and Offerings

United Kingdom

London
Webster University
Regent’s College
Inner Circle
Regents Park
London NW1 4NS, United Kingdom
Ph: (011) 44 (0)20 7487 7433
Fax: (011) 44 (0) 20 7487 7557
Web: www.regents.ac.uk/system_pages/webster_schools.aspx
Bil Lynch, director
Tina Malliarakis, Academic Administrator
Lily Mokaddem, Senior Academic Administrator
Programs offered:
  MA International Business
  MA International Relations
  MA Management and Leadership
  MA Marketing
  MA Media Communications
  Master of Business Administration (MBA)
  MS Finance

Online Program Options
Webster University offers you unparalleled opportunities to advance your career with a distinctive blend of classroom and online degree programs. At Webster, you choose the format that is best for you.

You can pursue your degree entirely online, or mix classroom and online courses according to your preferences, interests, and work or family commitment.

Webster University’s WorldClassRoom offers courses and programs that you can participate in any time of day or night; from anywhere you have a computer with Internet access, such as work, home, the library, or while traveling.

As an online student you will be taught under the same rigorous academic standards as our traditional classroom programs, yet, everything needed to earn a degree or just take a course is online and accessible 24 hours a day, 7 days a week during the regular academic term.

Online programs and courses are continually being developed to serve the needs of Webster students. A list of current online programs can be found at www.webster.edu/online.

Current Online Programs

College of Arts & Sciences
Graduate Degrees
  • MA Gerontology
  • MA International Relations
  • MS Environmental Management
Graduate Certificates
  • Gerontology

School of Communications
Graduate Degrees
  • MA Communications Management
  • MA Media Communications
  • MA Public Relations

George Herbert Walker School of Business & Technology
Graduate Degrees
  • Master of Business Administration (MBA)
  • MA Business and Organizational Security Management
  • MA Management and Leadership
  • MA Human Resources Management
  • MA Human Resources Development
  • MA Information Technology Management
  • MA Procurement and Acquisitions Management
  • MS Finance
Graduate Certificates
  • Decision Support Systems
  • Government Contracting
  • Web Services

School of Education
Graduate Degrees
  • MA Communication Arts
  • MA Education and Innovation
  • MA Social Science Education
  • Master of Educational Technology (MET)
Education Specialist (EdS)
  • School Systems, Superintendency and Leadership
  • Educational Leadership
  • Technology Leadership
Graduate Certificate
  • Online Teaching and Learning
Webster University

Admission

Admission Requirements
Applicants considered for admission to graduate studies at Webster University must hold an earned baccalaureate degree from an accredited educational institution recognized by Webster University, and meet all program admission standards. Applicants who have a completed baccalaureate degree from a U.S. accredited institution must satisfy program requirements or requisites, including a 2.5* (on a 4.0 scale) minimum cumulative Grade Point Average (GPA) for full admission.

Students who completed their university education outside the U.S. must have earned an equivalent recognized baccalaureate degree as determined by Webster University. Students who have completed the necessary academic preparation for admission to accredited/recognized Master’s-level university programs in their native system of education, providing their academic preparation was at least three years in length will be considered for admission using the normal Webster University admission criteria. Consideration includes a minimum, cumulative GPA as calculated by Webster University.

Each applicant must submit an official, final transcript designating a degree and date of conferment from the degree-granting institution in order to complete the application file. Issued-to-student copies are not acceptable. Any transcripts not issued in English will require a certified English translation in addition to the official original language document. The admission decision will be made only after all required documents are on file with the appropriate office at the University. Applicants for a sequential master’s degree must submit both undergraduate and graduate transcripts at the time of application if their degree was issued from an institution other than Webster University.

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

Acceptance
Applicants 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 accredited institution awarding the baccalaureate degree reflecting the conferred 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. To be considered official, transcripts must be received by Webster University directly from the issuing institution. If the student is to deliver transcripts, they must be in sealed, unopened envelopes and certified with the official seal of the issuing institution. Official transcripts and other documents pertaining to admission should be sent directly to the campus to which the student applied and/or currently attends. The transcript will then be forwarded to the main campus in St. Louis.

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 register for additional classes.

On receipt of the official, final, transcript from the institution awarding the baccalaureate degree, the student will receive a full Graduate admission decision with any conditions such as “conditional basis” acceptance noted, based on the final GPA.

Acceptance by Conditional Basis
Students whose cumulative GPA is at least a 2.0 but below 2.5 will be admitted under a “conditional basis” category (see advancement to candidacy restrictions). Specialized graduate programs have other admission requirements determined by individual Schools and Colleges of Webster University.

Application by U.S. Citizens and Permanent Residents (Resident Alien Card holders)
Students should apply online at http://www.webster.edu/admissions. A non-refundable, graduate application fee of $50 is required. Students who have been previously enrolled at any Webster University campus location are exempt from the application fee. Students may apply either prior to or after an Academic Advising session, which serves as both an information opportunity as well as a mandatory admission requirement.

Students who are Permanent Residents of the United States and hold a Resident Alien Card must submit a copy of both sides of the card with their completed application. 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.

Military Applicants
Webster University is a “Military Friendly” institution and is honored to receive your application. Please submit your application of admission to http://admissions.webster.edu/admissions. If you are a member of the U.S. Army you will be required to apply using the GOARMY.ED portal. Your application will then be directed to the Office of Admission for entry. Applicants interested in pursuing a sequential degree may not use the portal but may apply directly to Webster University using the following link: http://admissions.webster.edu/admissions. All documents required for admission to the degree program will apply. Please see specific program pages for requirements.

If you have graduate credit and are interested in transferring that credit into a Webster University degree program, please submit official transcripts to the Academic Advising Center for review.

Important Contacts for Military Service Men & Women
Military men and women should be in contact with the campus they choose to attend for assistance with questions related to financial aid, admission, registration and billing. Applicants should refer to the Webster University Military Opportunities Web site (www.webster.edu/military) for additional information related to a wide range of subjects.

Application for International Students
Webster University welcomes applications for admission from students from all countries. Non-U.S. citizens, applying from outside the U.S. to a campus outside or inside the United States should apply online at http://www.webster.edu/admissions as a “Global” or international student.

Application Requirements
1. An International Application. Non-U.S. citizens, U.S. citizens applying from outside the U.S. and any student applying to a campus outside the United States should apply online at http://www.webster.edu/admissions as a “Global” or international student. A non-refundable application fee of $50 is required. Students who have been previously enrolled at any Webster University campus location are exempt from the application fee. There is no application fee for the London or Thailand campuses.

2. Official transcripts from the educational institution from which the student earned their first bachelor’s-level degree. For U.S. institutions, this means accreditation from a regional accrediting body. Non-U.S. institutions must be recognized by the Ministry of Education as a university-level provider of higher education and accredited by any appropriate agencies within the home country and any countries in which it operates and/or issues degrees. This transcript must show the degree received and the date conferred. Applicants previously enrolled
Students who cannot document current evidence of English proficiency should contact the campus they wish to attend 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.

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

4. **A 300 to 400 word essay** on a topic of your choice. You may describe a special interest, experience, or achievement in a curriculum vitae (résumé) that documents prior employment and experience.

5. **Two letters of recommendation** from professors and/or employers.

6. Additional official documentation may be required depending upon an applicant’s program of interest or previous educational background.

See program page for details.

**Applying for a Visa** — Students requiring a visa to study in the country in which their campus is located will be required to provide additional documentation for the visa process. Visa documentation requirements can vary at international campus locations depending upon the applicant’s citizenship status and/or country of origin at the time of acceptance to the University. Applicants should check with the campus they plan to attend for specifics. The University will notify applicants if additional documentation is required to complete the application file. For current information, please contact the campus at which you plan to enroll.

**Application for U.S. Citizens Living Abroad**

**Application Requirements**

1. **An International Application.** U.S. citizens applying from outside the U.S. and any student applying to a campus outside the United States should apply online at http://www.webster.edu/admissions as a “Global” or international student. A non-refundable application fee of $50 is required. Students who have been previously enrolled at any Webster University campus location are exempt from the application fee. There is no application fee for the London or Thailand campuses.

2. **Official transcripts** from the educational institution from which the student earned their first bachelor’s-level degree. For U.S. institutions, this means accreditation from a regional accrediting body. Non-U.S. institutions must be recognized by the Ministry of Education as a university-level provider of higher education and accredited by any appropriate agencies within the home country and any countries in which it operates and/or issues degrees. This transcript 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.

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

<table>
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<th>TOEFL</th>
<th>IELTS</th>
<th>Pearson</th>
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</tbody>
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Webster University

Admission

Application by Non-Degree Seeking Students

A student who wants to register for a course as a non-degree student must complete a non-degree application. A non-refundable, graduate application fee of $50 is required. Students who have been previously enrolled at any Webster University campus location are exempt from the application fee. The student should consult the Non-degree Students section under Enrollment for additional information. Not all programs offer non-degree status. 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. Approved non-degree seeking applicants can register for classes 30 days before the start of the requested term.

A student may enroll as a non-degree student for up to 6 credit hours. To continue as a non-degree student after the initial 6 credit hours, the student must submit an official undergraduate transcript showing baccalaureate degree conferral. 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 non-degree student.

Non-degree students should meet with an academic advisor (students interested in the MAT, MA and MET 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.
Connections/E-mail Accounts

Webster University provides all students, faculty, and staff with a University e-mail account through Connections. Employees and students are expected to:

- Activate their Connections account after receiving their username and password. Students receive a link to set up their Connections account upon submitting their application.
- If you have applied but not enrolled in a course and never set up your Connections account you will need to contact the Office of Admission at 800-753-6765 or admissioninfo@webster.edu.
- If you have enrolled but never set up the account you will need to contact the Webster University Help Desk 48 hours after the time of enrollment. You can reach them at 1.866.435.7270 or support@webster.edu. Students should be at a computer at the time of their call.
- Regularly check incoming University e-mail. Your Webster e-mail account is where all official communication from Webster will be sent.
- Regularly check their Connections Personal and Campus Announcements.
- Maintain their University e-mail account in working order (including compliance with the University’s Acceptable Use Policy and appropriately managing disk space usage).

Students may choose to have their University e-mail forwarded to an alternate e-mail address. Connections account holders can call the Help Desk (x5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at www.webster.edu/helpdesk. Individual account holders are solely responsible for ensuring that all University correspondence continues to be received and read.

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

Registration

MAT, MA, MET, MS, MSN, MBA, MHA, MFA, MM, MPA, DMgt, Ed.S

- Students are required to meet with an academic advisor and complete a degree plan prior to entering a program at Webster. Failure to meet with an advisor and prepare a degree plan may result in a student taking inappropriate courses.
- The student must complete and submit a registration form prior to attending a graduate class.* 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 contacting your local campus.** A list of locations, degrees and majors can be found on page 43. Registration periods are established for each program location. Students should register at the earliest opportunity because class sizes are limited.
- Certain degree programs may have restricted registration periods. Students should check with their advisor or local registration staff.
- Registrations will not be accepted after the first scheduled meeting of the course and section of campus courses. If a student gains the permission of the instructor and submits a signed add slip the course may be added.
- Registrations for online courses must be completed prior to the first day of login. Late registrations will not be accepted.
- Registrations will not be accepted in class.
- Published course schedules are subject to change without prior notice.

- *All first-time students must register with an advisor.
- **Students may drop or add online.

Course Load Guidelines

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

The maximum course load in the graduate degree program for a fully admitted student is 6 credit hours per term or 9 credit hours in a 16 week course. A student may receive written authorization to enroll in more than 6 credit hours per term or more than 7 credit hours per semester. Students may request permission to overload by submitting a Program Option Request to their local campus. Students may request approval if they meet the following criteria:

- Demonstrated academic success at full time enrollment in graduate coursework. Success is defined by the student earning grades of B or better in both courses in the full term.
- Good academic standing. Under the Americans with Disabilities Act (ADA), students with disabilities may warrant an adjustment in full-time student load. Requests for a reduced load are made to the director of the Academic Resource Center at the time of registration, according to their guidelines.

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

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 MAT, MA and MET programs will not be approved to take an overload unless they are applying for full-time status and not employed full time.

Requisite Course

MA, MS, MHA, MPA

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

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

Integrated Studies Course

MA, MS, MHA, MPA

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

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

Graduate/Undergraduate Registration

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

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

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.

Non-Degree Students

Students who do not plan to complete a degree or program from Webster University may request approval to take graduate courses at the University as a non-degree student. Non-degree candidates seeking access to graduate-level coursework must satisfy the minimum criteria for graduate study (a completed baccalaureate degree) as well as satisfy all course or program prerequisites. Non-degree students must maintain satisfactory academic progress (no deficient grades) in order to continue enrollment.

A student may enroll as a non-degree student for up to 6 credit hours. To continue as a non-degree student after the initial 6 credit hours, the student must submit an official undergraduate transcript showing baccalaureate degree conferral. 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 non-degree student.

Non-degree students should meet with an academic advisor (students interested in the MAT, MA, and MET programs 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. Registration for non-degree-seeking students begins 30 days before the start of the requested term.

Add/Drop/Withdraw Procedures

MAT, MA, MET, MS, MSN, MBA, MHA, MFA, MM, MPA, DMgt, EdS

Students enrolled in online courses may not add classes or change sections of a course after the term has begun.

A student may drop a course by completion of an official Drop Slip prior to the conclusion of the drop/add period. Students may also contact their local campus for assistance with dropping courses. Informing the course instructor is not sufficient notice for adding or dropping a course. (Students may drop or add online.)

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

A student may drop a course within the first two weeks of the term. Students may drop online or they may contact their local campus for assistance. 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.

The drop or add procedures must be followed when a student changes from one section of a course to another section. Students may not change sections in online courses after the term has begun. 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. A student may withdraw from a course by filing a Withdrawal Petition or contacting their local campus location prior to the Friday of the sixth week of the term. A grade of W will be recorded on the transcript. Students should consult the Refunds section under Tuition, Fees, and Refunds for further information.

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

Term and Class Schedule

MAT, MA, MET, MS, MSN, MBA, MHA, MFA, MM, MPA, DMgt, EdS

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. Terms are eight weeks in duration for the School of Education (MAT, MA and MET), MSN, and at international locations.

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.

School of Education students interested in the MAT, MA and MET programs 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. A student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission from the instructor should withdraw from the class.

Advancement to Candidacy

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

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

Leigh Gerdine College of Fine Arts

MFA, Arts Management and Leadership

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

26
MA in Art

• Advancement to candidacy in the MA in Art Program is achieved by completion of a minimum of 12 credit hours with grades of B or above and a positive faculty evaluation in the Graduate Advancement to Candidacy Review.

• One grade of F, or two grades of C constitute dismissal from the program.

School of Education (MAT, MA, MET)

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

While advancement to candidacy indicates that a student shows the requisite ability and interest to complete the program successfully, the degree candidate continues to receive 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:

• The student must have successfully completed 9 credit hours within a major. Courses taken before entry to the program and/or in-service courses cannot be counted toward advancement.

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

EdS

After completing 1 block in LEAD, the student is advanced to candidacy when the portfolio or other approved documentation method is approved.

After completing 6-12 hours in SSSL, the student is advanced to candidacy when the portfolio or other approved documentation method is approved.
Academic Policies

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

- All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. (See Academic Honesty Policy in this catalog.)
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
- Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of 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 to 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.
- Theft of or damage to property of the University.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the Office of the Provost 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 (www.webster.edu/studlife/StuA/handbook/studentlife.htm).

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:
- 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.
- Fabrication—Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.
- 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.
- 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.

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.

Continuing Enrollment
MA, MS, MSN, MBA, MHA, MFA, MM, MPA
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 meet 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 opt to complete the revised core curriculum.

School of Education (MA, MAT and MET)
Students must complete their degree within seven years of entry into a graduate program. Students who are unable to finish their program within seven years must apply to the Dean, School of Education for an extension.

School of Education (EdS)
Students who enter the program must complete all degree requirements within five years after completion of their initial EdS course. Students who apply but do not enroll within one year must submit a new application to both the university and the program.

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

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

Grades

MA, MS, MSN, MBA, MHA, MFA, MM, MPA, DMgt, MAT, MA, MET, and EdS

Grades reflect the following standards:

A/A– Superior graduate work
Instructors may choose not to use the pluses and minuses.

B+/B/B– Satisfactory graduate work
Instructors may choose not to use the pluses and minuses.

C Work that is barely adequate as graduate-level performance

CR Work that is performed as satisfactory graduate work (B– or better). A grade of “CR” is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.

NC Unsatisfactory graduate work (School of Education only)

F* Work that is unsatisfactory
*The School of Education (MAT, MA and EdS) does not utilize the “F” Grade.

I Incomplete work

ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal.

IP In progress

W Withdrawn from the course

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

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

Grade Point Average

MAT, MA, MET, MS, MSN, MBA, MHA, MFA, MM, MPA, DMgt, EdS

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

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

<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>C</td>
<td>2.0 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>

*The School of Education (MAT, MA, MET and EdS) does not utilize the “F” grade.

Grades of Incomplete, Withdrawn, or Credit for Webster University graduate courses, or Credit or Pass for transfer courses, are not used in calculating the GPA. When courses are repeated, the latter course is used for GPA calculation.

Grade Appeals

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, C or F 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.

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. Once a student graduates, no further grade changes are allowed on the enrollment record.

Incomplete Process

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. The instructor determines the appropriateness of a grade of I, establishes the remaining requirements, and determines a deadline for course completion. These requirements for resolution of the I grade are documented with a “course incomplete” form.

A grade of I in a course needed for graduation must be officially changed to an appropriate grade prior to the due date for grades for the term the student has petitioned to graduate. Students are responsible for ensuring that all grades of I have been changed prior to graduation. 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. Students participating in military education programs, and in some corporate sponsored tuition plans, may have other deadlines or “I” grade stipulations that impact their enrollment and/or tuition reimbursement. These students are responsible for compliance with these third-party requirements. Once a student graduates, no further grade changes are allowed on the enrollment record.

ZF Grades

Students must repeat a core course in which an F or ZF is earned. The student’s enrollment history will document both enrollments and grades, but only the later grade (repeated course) will be used for GPA calculation. Students may repeat the 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. Records of progress are kept by the institution on both veteran and nonveteran students.

Graduate Academic Honors

MA, MET, MS, MSN, MBA, MHA, MFA, MM, MPA, DMgt

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

Academic Warning, Probation and Dismissal

MA, MS, MBA, MHA, MFA, MM, MPA, DMgt

Graduate students are expected to maintain a minimum B grade average. 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, ZF, or NC 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, a ZF, or an NC is dismissed. A conditional basis student who receives one grade of C or below is dismissed, without further right to appeal for reinstatement.
Academic Policies

After Advancement to Candidacy
(after successfully completing first 12 credit 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 is submitted.

Dismissal After Advancement—A student who receives a grade of C and a grade of F, ZF, or NC or two grades of F, ZF, or NC 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. The University also reserves the right to dismiss students who continuously withdraw from coursework and do not make satisfactory academic progress.

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.

Students will receive formal written notice of probation and dismissal by the Office of Academic Affairs in St. Louis. Students on probation are expected to limit their enrollment to one course (3 credit hours) per term. Failure to do so will result in dismissal.

Sequential Degrees

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

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 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.

School of Education MAT, MA, MET, and EdS

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, ZF, or NC (excluding courses numbered 5210) the following conditions prevail:

Academic Warning—A student who receives one grade of C is sent a notice of academic warning.

Probation—A student who receives one grade of ZF or NC, 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 is submitted.

Students will receive formal written notice of probation by the Office of Academic Affairs in St. Louis. Students on probation are expected to limit their enrollment to 3 credit hours per term or 6 credit hours per semester. Students on probation should consult with their advisors to address any academic problems or concerns.

A student is removed from probationary status if he/she subsequently completes 6 credit hours of graduate coursework with a grade of B or better. A student in the School Systems, Superintendency and Leadership program (EdS), or the Educational Leadership program (EdS) is removed from probation if he/she successfully completes the current semester courses with a grade of B or better. A grade of C, NC, or ZF previously acquired remains a part of the student's total academic record and may contribute to the student's dismissal.

Dismissal—A student who receives a grade of C and a grade of ZF or NC, or two grades of ZF or NC, 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. The University also reserves the right to dismiss students who repeatedly withdraw from coursework and do not make satisfactory academic progress.

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

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

Master of Science Nursing (MSN)

Students pursuing the Master of Science in Nursing (MSN) degree are required to maintain satisfactory academic progress. If a MSN student receives a grade of C, F, or ZF, the following conditions apply:

Probation: A student who receives a C is on probation.

Dismissal: A student who receives two Cs, an F, or a ZF is dismissed from the University. Students who are dismissed cannot enroll or attend classes unless and until they are reinstated or readmitted pursuant to relevant University reinstatement policies.

Reinstatement

The student may send a written appeal for reinstatement to the Graduate Council in care of the Office of the Provost. 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 recommendations 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 Office of the Provost. A student must send the appeal no sooner than one year 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 problem area. In either instance, the student might demonstrate the ability to do graduate work by voluntarily taking a standardized test such as the GMAT.

**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. The Counseling MA degree, the MS degree areas, the MBA, the MHA and MPA degree areas are not eligible for the dual major option. MBA students should consider the MBA with an emphasis instead.

The following policies apply to dual majors:

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

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

**Dual Degree Option: MBA/MHA**

The MBA/MHA dual degree option requires the completion of 54 credit hours consisting of the 9 required core courses (27 credit hours) in the Master of Health Administration (MHA) and the 9 required core courses (27 credit hours) in the Master of Business Administration (MBA), as listed in the respective sections of this catalog.

Upon completion of the 54 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement. Dual degree students must take BUSN 5760 Applied Business Statistics, but they may substitute another relevant graduate course for the HLTH 5100 Statistics for Health Administration requirement. (They may also complete both statistics courses as an option.)

**Sequential Master’s Degree**

**MA, MBA, MS, MHA, MPA**

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

If a student has completed any required courses as part of a previous Webster University master’s degree, approval for substitute coursework must be requested and approved prior to enrollment. Please note that courses required as program pre-requisites such as MBA pre-requisites will not count toward the minimum number of hours required for the degree.

### Approved Degrees

<table>
<thead>
<tr>
<th>Minimum number of required hours</th>
<th>Approved Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21 Credit Hours</strong></td>
<td>MA in International Business&lt;br&gt;MA in Media Communications&lt;br&gt;MA in Procurement and Acquisitions Management&lt;br&gt;Master of Business Administration</td>
</tr>
<tr>
<td><strong>24 Credit Hours</strong></td>
<td>MA in Business and Organizational Security Management&lt;br&gt;MA in Gerontology&lt;br&gt;MA in Health Care Management&lt;br&gt;MA in Human Resources Development&lt;br&gt;MA in International Nongovernmental Organizations&lt;br&gt;MA in Management and Leadership&lt;br&gt;MA in Marketing</td>
</tr>
<tr>
<td><strong>27 Credit Hours</strong></td>
<td>MS in Environmental Management&lt;br&gt;MS in Finance&lt;br&gt;Master of Health Administration&lt;br&gt;MA in Human Resources Management&lt;br&gt;MA in International Relations&lt;br&gt;MA in Information Technology Management&lt;br&gt;Master of Public Administration</td>
</tr>
<tr>
<td><strong>36 Credit Hours</strong></td>
<td>MA in Legal Studies</td>
</tr>
</tbody>
</table>

Students may only earn one graduate degree within the School of Communications. If a student holds a graduate degree outside of the School of Communications and wishes to pursue the MA in Communications Management, MA in Public Relations, MA in Advertising and Marketing or MA in Media Literacy they should meet with an advisor regarding possible course reductions.

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 MA, MBA, MS, MHA, or MPA 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 MA by completing the required core courses (minimum 21 credit hours) detailed in the declared major curriculum.

3. MBA 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.

**Sequential Master’s Degree in the School of Education**

1. A student who holds an MAT, MA or MET from Webster’s School of Education may earn a sequential MA or MET by completing the required courses (ranging from 21 to 24 credit hours depending on the sequential program) detailed in the declared major curriculum.

2. A student who holds a master’s or doctoral degree in an education related field from another regionally accredited college or university may earn a sequential MA or MET by completing the required core courses (ranging from 21 to 24 credit hours depending on the sequential degree program) detailed in the declared major curriculum.
Webster University

Academic Policies

3. No transfer of credit may be applied toward the minimum required courses.

4. Students working on a sequential MA/MAT are required to complete the School of Education ATC (Advancement to Candidacy) process for their sequential degree.

5. 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.

Directed Studies
On a limited basis, and in documented 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-MAT 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:

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.

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.

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).

Students pursuing the MA, MAT, MBA, MHA, or MS 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.

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 MBA 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 MA or the MBA with an emphasis may complete a maximum of 6 credit hours of internship.

Internships are not available to School of Education MAT, MA or EdS students or MBA 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. Due to the faculty supervision requirement online students may not pursue the thesis or project option.

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

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

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

Certificate Program Policies and Procedures
A certificate program normally consists of an identified sequence of coursework within a narrowly defined discipline. Certificate programs are designed for both degree-seeking students and individuals who already possess a baccalaureate degree. Admission policies for certificate-seeking students are the same as for degree-seeking students.

Requirements for Certificate Programs

- All courses to be applied to a certificate program must be completed per graduate level academic expectations. Some departments may establish a higher overall cumulative grade requirement for specific certificate programs.
- Courses fulfilling the requirements of a certificate program may also be used to satisfy the requirements of a degree program, but may not be used to complete another certificate.
- Transfer credits are not applicable to certificate programs.

The general academic and financial policies of the University apply to certificate-seeking students. On completion of the approved program, certificates are awarded at Commencement. See listing of all Webster University certificates.

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

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

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

A maximum of 12 credit hours of relevant graduate credit from other regionally accredited graduate institutions or professional military education depending on the requirements of the specific degree program may be transferred into a student's graduate degree program, subject to evaluation and approval. Only 9 credit hours of transfer credit are allowed for students in the MBA program. Transfer credit in which the student has earned a grade of B– or above, which is relevant to the student's degree program and which has not been applied toward the completion of a degree, will be considered for review.

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

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

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

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

School of Education MAT, MA and MET

Students may transfer, with approval, either:

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

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:

- The course is required to achieve the program goals and is relevant to the student’s major.
- The course carries graduate credit toward an accredited master’s degree program at the sponsoring institution.
- The course was not used to fulfill requirements for another degree.
- The course must carry a grade of A, B, or Credit.
- The course must have been completed within five years before admission into the program.

Courses taken at other colleges or universities after admission to the program and Graduate Education In-Service courses ordinarily may not be transferred for credit. Waivers would require the following:

- Prior approval by an advisor and relevant area coordinator must be granted on “prior permission form” before the course is taken.
- The course does not duplicate one offered at Webster University. (Note: This does not refer only to courses offered in the current semester, but to any similar course Webster University offers.)
- The student fills out a Request for Transfer of Credit form (available in the School of Education Office) and submits it, along with an official transcript of the course(s) being requested, to the School of Education Office. When the transfer hours have been approved and processed, the student will be notified. Students may request approval of the transfer courses at any time after admission to the program. Approved transfer hours are not used in evaluating advancement-to-candidacy or probation and dismissal actions.

EdS 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 student’s graduate degree program (EdS), subject to evaluation and approval. Transfer of credit in which the student has earned a grade of B– or above, which is relevant to the student’s degree program and which has not been applied toward the completion of a degree, will be considered for review. Requests for transfer of credit must be submitted in writing by the student on the “Request for Transfer of Credit” form with an accompanying official transcript.

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

Core Course Substitution

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

Petition/Graduation Requirements

The student is responsible for completing degree requirements including, but not limited to, changes of grade, core course substitutions, program evaluation, and the petition to graduate, in accordance with the dates listed in the Academic Calendar. A student should complete a petition to graduate at the time of registration for his or her final term. Prior to their degree completion, students are assigned a non-refundable graduation candidacy fee, which covers degree audit functions, diploma production, and future transcript requests.
Webster University

Academic Policies

Transcripts
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.

An unofficial copy of the transcript is sent to the student with their diploma 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 approximately 8-10 weeks after the degree conferral appears on the students record.
College of Arts & Sciences

Dean
David Carl Wilson

Departments
Behavioral and Social Sciences, Michael Hulsizer, chair
Biological Sciences, Stephanie Schroeder, chair
English, Anne McIlhaney, chair
History, Politics, and International Relations, John Chappell, chair
International Languages and Cultures, Paula Hanssen, chair
Legal Studies, Robin Higgins, chair
Nursing, Jenny Broeder, chair
Philosophy, Donald Morse, chair
Religious Studies, Joseph Stimpf, chair

Administrative Staff
Thao Dang-Williams, associate dean
Mary Ann Drake, coordinator, master of science in nursing (MSN)
Gary Kannenberg and Eric Goedereis, faculty coordinators, gerontology
Dan Hellinger, director, international relations
Amanda Rosen, director, international NGO
Stacy Henning, director, worldwide counseling
Michael Mahon, coordinator, St. Louis counseling
Jill Stulce, director, nurse anesthesia

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

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

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

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

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

Graduate Degree Programs
Counseling (MA)
Environmental Management (MS)
Gerontology (MA)
Global MA in International Relations (GMA)
International Nongovernmental Organizations (MA)
International Relations (MA)
Legal Studies (MA)
Nurse Anesthesia (MS)
Nursing (MSN)
Psychology with and Emphasis in Counseling Psychology (MA) (Vienna campus only)
Science Management and Leadership (MS)
U.S. Patent Practice (MS)

Graduate Certificate Programs
Gerontology
Healthcare Leadership (Geneva campus only)
Intellectual Property Paralegal Studies
Nurse Educator
Nurse Leader
Paralegal Studies
Leigh Gerdine College of Fine Arts

Dean
Peter E. Sargent

Departments
Art, Tom Lang, chair
Conservatory of Theatre Arts, Dorothy Marshall Englis, chair
Dance, Beckah Reed, chair
Music, Jeffrey Carter, chair

Administrative Staff
Glen Bauer, director, music
Jeff Hughes, director, art
Virginia Johnson, director

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 Shakespeare Festival St. Louis and the St. Louis Municipal Opera (The Muny) have partnership programs available to students. The Saint Louis Symphony Orchestra has curricular programs 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.

Graduate Degree Programs
Art (MA)
Arts Management and Leadership (MFA)
Music (MA)
Music (MM)

Please refer to the Accreditations and Licensures section of this catalog for specialized accreditations that may apply to programs in the Leigh Gerdine College of Fine Arts.
Dean
Dr. Benjamin Ola. Akande

Departments
Business, Debbie Psihountas, chair
Management, James Brasfield, chair
Mathematics and Computer Science, Al Cawns, chair

Administrative Staff
Beth Guccione, academic advisor
Fran Maher, academic advisor
Peter Maher, associate dean, quality assurance
Patricia Masidonski, associate dean
Caprice Moore, director of operations
Doug O’Bannon, director, MBA program
John Orr, director, doctor of management program
Lori Sherrill, senior academic advisor

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

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

Graduate Degree Programs
Business and Organizational Security Management (MA)
Computer Science/Distributed Systems (MS)
Finance (MS)
Forensic Accounting (MS)
Health Care Management (MA)
Human Resources Development (MA)
Human Resources Management (MA)
Information Technology Management (MA)
International Business (MA)
Management and Leadership (MA)
Marketing (MA)
Master of Business Administration (MBA)
Master of Health Administration (MHA)
Master of Public Administration (MPA)
Procurement and Acquisitions Management (MA)
Space Systems Operations Management (MS)
Doctor of Management (DMgt)

Graduate Certificate Programs
Computer Science/Distributed Systems
Decision Support Systems
Government Contracting
Nonprofit Management
Web Services
**School of Communications**

**Dean**  
Debra Carpenter

**Departments**
- **Audio Aesthetics & Technology**, Gary Gottlieb, chair  
- **Communications and Journalism**, Joseph Schuster, chair  
- **Electronic and Photographic Media**, Jorge Oliver, chair  
- **Media Communications**, Gary Ford, director of graduate programs

**Administrative Staff**
- Jane Ferry, academic advisor, graduate program  
- Barbara Finan, academic advisor, graduate program  
- Liz Jokerst, academic advisor, undergraduate program  
- Sally Lorino, associate dean  
- Linda Williams, academic advisor, undergraduate program

**Mission Statement**

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

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

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

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

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

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

**Special Study Opportunities**

Master of Business Administration (MBA) students may elect an area of emphasis in media communications. Students are required to complete the program curriculum for the emphasis in media communications and the degree requirements for the MBA 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 MBA with an emphasis in media communications.

**Graduate Degree Programs**
- Advertising and Marketing Communications (MA)  
- Communications Management (MA)  
- Media Communications (MA)  
- Media Literacy (MA)  
- Public Relations (MA)

The MA in communications management, the MA in media communications, and the MA in public relations are available online. For more information, please visit online.webster.edu.
School of Education

Dean
Brenda Fyfe

Departments
Communication Arts, Reading and Early Childhood, Dianne Koehnecke, chair
Multidisciplinary Studies, Ralph Olliges, chair
Teacher Education, Ted Green, chair

Administrative Staff
Ginny Altrogge, co-coordinator, educational leadership; and school systems, superintendency and leadership
Mary Bevel, co-coordinator, educational leadership; and school systems, superintendency and leadership
Cheryl Breig-Allen, coordinator, early childhood education
Donna Campbell, coordinator, special education and mild/moderate disabilities
Tom Cornell, coordinator, communications arts
Dawn Ferreira, director, school of education
Diane Hosford, director, school of education
DJ Kaiser, coordinator, teaching English as a second language
Kathy Marlock, associate dean
Ralph Olliges, coordinator, educational technology and technology leadership
Basiyr Rodney, coordinator, social science education
Andrea Rothbart, coordinator, mathematics for educators
Debbie Stiles, coordinator, applied educational psychology
Roy Tamashiro, coordinator, education and innovation
Phyllis Wilkinson, coordinator, reading

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

Mission 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 lifelong learning.

Graduate Degree Programs
Applied Educational Psychology (MA)
Communication Arts (MA)
Early Childhood Education (MA)
Early Childhood Education (MAT)
Education and Innovation (MA)
Educational Technology (MET)
Elementary Education (MAT)
Mathematics for Educators (MA)
Middle School Education (MAT)
Mild/Moderate Disabilities (MAT)
Reading (MA)
Secondary Education (MAT)
Social Science (MA)
Special Education (MA)
Teaching English as a Second Language (MA)

Post-Master’s Programs
Educational Leadership (EdS)
School Systems, Superintendency and Leadership (EdS)
Technology Leadership (EdS)

Graduate Certificate Programs
Assessment of Learning and Cognitive Development (Advanced Graduate Certificate)
EdS Certificate in Teacher Leadership
Education for Global Sustainability (EFGS)
Gifted Education and Talent Development (Advanced Graduate Certificate)
Immigrant and Refugee Education (Advanced Graduate Certificate)
Online Teaching and Learning
Pedagogical Coordination in the Reggio Emilia Approach
Positive Behavioral Interventions and Supports (PBIS)
Teaching English as a Foreign Language
Technology Leadership (EdS)
School of Education

Conceptual Framework

This graphic represents the conceptual schema of the School of Education. The outer circle is the “world of learners”. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

The two axes represent the theme components of knowledge, leadership, and life-long learning.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
   The knowledgeable learner:
   - knows content that supports conceptual understanding;
   - applies tools of inquiry to construct meaningful learning experiences;
   - identifies developmental factors in student learning; and
   - understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
   The informed instructor:
   - designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
   - understands and uses a range of instructional strategies;
   - uses a variety of communication modes, media, and technology to support student learning; and
   - employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
   The reflective collaborator:
   - values and integrates reflection to grow as a professional;
   - promotes communication and collaboration with colleagues, families, and community leaders;
   - seeks relationships with families and students to support student learning; and
   - initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.
   The responsive educator:
   - understands and responds appropriately to issues of diversity;
   - acknowledges social and cultural contexts to create effective teaching and learning environments;
   - adapts instruction to the learner’s knowledge, ability, and background experience; and
   - identifies resources for specialized services when needed.

Dispositions

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one’s habitual ways of behaving or thinking. The National Council for Accreditation of Teacher Education defines dispositions as “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.” (Professional Standards, p.53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.

1. Understands and Respects Self
   - Understands and respects that (s)he may be different from others
   - Embraces an openness to change (adaptability, flexibility)
   - Exhibits curiosity
   - Engages in reflection

2. Understands and Respects Others
   - Understands, respects, and responds appropriately to diversity in a variety of settings
   - Exhibits empathy
   - Commits to fairness and honesty
   - Listens respectfully to other points of view

3. Understands and Respects Professional Communities
   - Commits to professional behavior in university and school cultures
   - Practices informed decision-making in university and school cultures
   - Communicates and collaborates in university and school cultures
   - Accepts academic rigor (willingness to work/high expectations)
   - Effects change with courage and confidence

Program Descriptions

School of Education (MAT, MA, MET)

Webster’s School of Education Graduate Programs provides teachers with subject matter knowledge, educational understanding, technical skills, and opportunities for professional development. Webster reinforces an educator’s commitment to the classroom by increasing command of subject matter fortified with new teaching methods and strategies.
The programs emphasize an inductive approach to learning. Hence, discovery and inquiry play an important part in the program. Faculty members teach as they would have graduates teach—in an open, flexible, considerate manner, in which experimentation and evaluation are encouraged. In such a program, a high level of student participation is encouraged and expected.

**Educational Specialist (EdS)**

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

- Educational Leadership
- School Systems, Superintendency and Leadership
- Technology Leadership

**General Requirements**

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

**Acceptance**

**MAT, MA, and MET Degrees**

A completed admission file includes information on professional experience and the academic transcripts of the applicant’s undergraduate degree work. This material is reviewed by the School of Education Graduate Programs 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 term (8 weeks) to complete the acceptance process. An overall minimum undergraduate grade point average of 2.5-3.0 (depending on the degree) is required for acceptance into an MAT, MA and MET programs. 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.

**Continuous Enrollment**

**MA, MAT and MET Degrees**

Students must complete their degree within seven years of entry into a graduate program. Students who are unable to finish their program within seven years must apply to the Dean, School of Education for an extension.

**EdS Degrees**

Students who enter the program must complete all degree requirements within five years after completion of their initial EdS course. Students who apply but do not enroll within one year must submit a new application to both the university and the program.

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

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

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**Certificate Programs**

The MAT degrees are designed for students who are also pursuing initial Missouri Certification. Students may obtain Missouri certification in Early Childhood (Birth-Grade 3), Early Childhood (Birth-Grade 3), Elementary (Grades 1-6), Middle School (Grades 5-9) Language Arts, Math, Science, Social Studies, Secondary (Grades 9-12), English, Journalism, Math, Social Studies, Unified Science and (K-12) Art, Music, Foreign Language, Special Education. The MAT degrees are: Early Childhood, Elementary, Middle School, Secondary, and Special Education (K-12).

A student interested in the MAT degree must have a transcript evaluation by the Webster University Office of Teacher Certification that will indicate the State Department requirements. Some students may need additional coursework beyond what is required for the MAT degree. A student may fax, e-mail or send the transcripts to the Office of Teacher Certification: 314-246-8241 (fax) peelmm@webster.edu (e-mail), 470 E. Lockwood, St. Louis, MO 63119 (mail). A student should indicate which area of certification desired and include a phone number and e-mail address.

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

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

**Praxis II**

In addition to the required courses, apprentice teaching and teacher work sample portfolio, the State of Missouri requires all initial teaching certificate candidates to successfully complete the Praxis II exit test. For information regarding testing dates, locations, and registration materials, check online at www.ets.org.

**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.

**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 Master’s Degree in the School of Education**

1. A student who holds an MAT, MA or MET from Webster’s School of Education may earn a sequential MA or MET by completing the required courses (ranging from 21 to 24 credit hours depending on the sequential program) detailed in the declared major curriculum.
School of Education

2. A student who holds a master’s or doctoral degree in an education related field from another regionally accredited college or university may earn a sequential MA or MET by completing the required core courses (ranging from 21 to 24 credit hours depending on the sequential degree program) detailed in the declared major curriculum.

3. No transfer of credit may be applied toward the minimum required courses.

4. Students working on a sequential MA/MAT are required to complete the School of Education Advancement to Candidacy process for their sequential degree.

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

Independent Study

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

School of Education Graduate Alumni Reduced Tuition

Alumni of the School of Education’s graduate programs (MAT, MA and MET) may enroll in eligible graduate face-to-face courses for a special reduced fee per credit hour. Interested students must submit an application to the Dean’s Office. The reduced fee is subject to application approval. Under certain circumstances in which classes have a limited enrollment, current degree-seeking students are given priority.

Credit by Examination

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 School of Education office.

Advanced Graduate Certificate (AGC) Program

This is not a Missouri certification program

Philosophy

The advanced graduate certificate (AGC) program shares the philosophy of Webster’s School of Education graduate programs in encouraging the active participation of students in their own learning.

General Information

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

The grading system in the AGC program is the same as that described in the Grades section of this catalog.

Advising

After acceptance into the program, the student will have an initial interview with the AGC 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 AGC project. The student in the AGC program will register each semester with the AGC coordinator.

Advanced Graduate Certificate Project

The AGC project (3 credit hours) is the culminating experience in the program. The faculty member chosen by the student and the AGC 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 AGC, an ad hoc committee, project advisor, and the AGC coordinator review the project and recommend to the dean of education the awarding of the AGC. A copy of the AGC project will be forwarded to the student’s school district if the student so requests.

Award of Advanced Graduate Certificate

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

In-Service Education

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

Students currently pursuing a degree at Webster University may transfer a maximum of 6 credit hours of 5410 courses toward their MAT/MA/MET with approval of their advisors. Some 5210 courses may be applicable toward the MAT, MA, or MET with prior approval of the advisor.

For more information, please call the In-Service Education Office at 314-968-7097.

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.
Program Description
The master of arts (MA) degree in advertising and marketing communications is intended for students who have both an interest and background in advertising and marketing communications. This degree provides additional theory and application for students who want to advance in their careers. The MA degree in advertising and marketing communications is a specialized concentration available to individuals who qualify for the program.

All students entering this program are required to consult with a School of Communications academic advisor prior to registration. Qualifications and required prerequisite courses will be discussed at this time.

Qualifications include a strong educational background or a minimum of three years of relevant professional experience in this area. A résumé may be requested to determine professional experience. Students without a strong educational background or three years of relevant professional experience in advertising and marketing communications are required to enroll in 6 credit hours of prerequisite course work.

Students must earn a grade of “B” or better in the prerequisite courses before they are allowed to enroll in graduate courses. The prerequisite courses are not counted toward the 36 credit hours required for the degree, nor are they considered as part of the credit hours required for advancement to candidacy.

Our degrees are theory and application based and are not intended to be production-oriented. Students interested in developing a creative portfolio or acquiring tactical production skills may wish to consider undergraduate course work in advertising.

Learning Outcomes
Successful graduates of this program will be able to:

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

Prerequisite Courses
If prerequisite course work is required for admission into the program, students must complete a minimum of 6 hours of appropriate undergraduate courses as determined by a School of Communications academic advisor. These required courses must be listed on an official transcript. Prerequisite courses could include the following or their equivalents:

ADVT 1940 Introduction to Marketing Communications
ADVT 2550 Creative Strategies
ADVT 2910 Writing for Advertising
ADVT 4040 Advertising Production
ADVT 4190 Advertising Research
MNGT 3500 Marketing
MNGT 3510 Advertising
MNGT 4570 Marketing Research

Program Curriculum
Students choosing this degree may focus on either advertising or marketing communications or both. MEDC 5000 Media Communications is the requisite course in the advertising and marketing communications program. It examines communications theory and its application in mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications.

Therefore, students must take this course even if they have academic and/or professional experience in media communications. The required and elective courses may be taken as directed studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures and approved by the director of Graduate Studies and the dean of the School of Communications. Students taking courses that are a part of their approved curriculum and that are outside of the School of Communications should verify prerequisites with the appropriate school or college.

The course of study for students working towards an MA in advertising and marketing communications is as follows. Any variation from this curriculum should be approved in advance using a program option request.

Core Courses (21 credit hours)
MEDC 5000 Media Communications (Requisite Course)
MEDC 5310 Media and Culture
MRKT 5940 Promotional Management
ADVT 5321 Advertising Decision-Making
MEDC 5350 Media Organization and Regulations
MEDC 5400 Media Production Management
MEDC 6000 Seminar in Media Communications

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

ADVT 4190 Advertising Research
ADVT 4200 Media Planning, Buying, and Selling
ADVT 4910 Advertising Campaign Production
ADVT 5301 Marketing Communications: Sales Promotion
ADVT 5302 Marketing Communications: Product Publicity

THIS PROGRAM IS AVAILABLE:
United States
• Louisville, KY
• St. Louis Home Campus
School of Communications

Advertising & Marketing Communications (MA)

ADVT 5303 Marketing Communications: Merchandising and Point-of-Purchase
ADVT 5304 Marketing Communications: Direct & Internet
ADVT 5305 Marketing Communications: Business-to-Business
ADVT 5341 Writing for Advertising
ADVT 5440 Media Buying and Market Analysis
ADVT 5501 Creative Planning and Strategy
ADVT 5502 Multinational Advertising
MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing
MEDC 5300 Strategic Communications
MEDC 5360 International Communications
MEDC 5430 Media Communications Technology
MEDC 5460 Media Research
MEDC 5500 Professional Seminars
MEDC 5550 Topics in Media Communications
MEDC 5600 Introduction to Interactive Communications
MEDC 5650 Special Topics in Interactive Media
MRKT 5000 Marketing
MRKT 5950 Consumer Behavior
PBRL 5322 Public Relations
PBRL 5323 Organizational Communications

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

The master of arts (MA) in applied educational psychology is an advanced degree program for practicing educators, and other professionals working in educationally related services, who are seeking to expand their knowledge, skills and professional effectiveness to improve the academic and social outcomes for school-aged children, adolescents, and their families.

The field of educational psychology provides a significant source of scientific insights into teaching, learning, motivation, and maturation. Educational psychology coursework develops knowledge and skills in several areas including assessment of learning differences, developmental processes, recognition of human diversity, effective instruction, evidence-based decision-making, research and program evaluation, and technological applications. Students in this program are encouraged to be self-reflective, to develop good communication skills, and to work cooperatively with others. Graduates of applied educational psychology know how to identify learners’ strengths and needs, to individualize instruction, to conduct research investigations, to facilitate creative problem-solving, to promote well being and resilience, and to develop psychoeducational curricula and interventions to foster life competencies. In keeping with the mission of Webster University, MA students in applied 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.”

This program is not designed for individuals pursuing licensure in clinical psychology, counseling psychology, or professional counseling.

See also:
- Assessment of Learning and Cognitive Development (AGC)
- Gifted Education and Talent Development (AGC)
- Immigration and Refugee Education (AGC)

**Learning Outcomes**

Graduates of this program are able to:

- Demonstrate and apply knowledge of psychology to education to facilitate and inspire student learning and creativity, and promote social-emotional well being of students.
- Use assessment and progress data collected in classrooms, schools, or community settings to make evidence-based decisions regarding effective instructional and curricular interventions and practices for individual students, and for groups of students.
- Understand, apply, and conduct educational research.
- Demonstrate respect for diversity through responsive teaching that values individual differences in cultural, socioeconomic, ethnic, linguistic, and national/international backgrounds as well as abilities and disabilities.
- Promote and model global/digital age citizenship and responsibility.
- Develop self-assessment skills and the ability to reflect on roles educators can take as leaders of change in the 21st century. Engage in professional growth and leadership.
- Collaborate effectively with others in designing, developing and guiding decision-making at the individual, class-wide, school, or community level.
- Understand, apply, and conduct educational research.

**Program Curriculum**

A total of 36 credit hours is required for this major. Degree-seeking majors in applied educational psychology have the option of completing the program (a) without emphasis or specialization; or (b) with emphasis in one of three specialization areas, including:

1. Psychological Education Programs,
2. Immigrant and Refugee Children and Families,
3. Psychology and Education of Gifted Students.

This major includes thesis and non-thesis options. The thesis track is recommended for those students wishing to pursue a doctoral degree in Educational Psychology or School Psychology and for those seeking advanced graduate credentials in areas such as Positive Behavioral Interventions and Supports (PBIS). After completing the MA in applied educational psychology, further study is needed if one wants to become a psychologist; the American Psychological Association defines a psychologist as, “An individual with a doctoral degree in psychology….”

Some requirements in the MA in applied educational psychology are different from the other master’s degrees in the School of Education. Successful completion of an admissions essay and a GPA of 3.0 are required for entrance into this program.

After successfully completing 9 credit hours within the major (including Foundations of Global Citizenship or other required course), MA degree-seeking students are required to apply for Advancement to Candidacy. When they apply for advancement to candidacy, students write an essay, declare their emphasis areas, and choose from the thesis track/non-thesis track options. All applied educational psychology students take Intercultural Communications so that they can further their understanding of human diversity and they all take a Practicum course (or equivalent) so that they can apply the knowledge they have gained in their educational psychology coursework. In addition, all students enrolled in applied educational psychology take Applied Research; this course enables students to read, interpret, and evaluate educational and psychological research and to plan research. Students enrolled in either (non-thesis) Integrated Studies in applied educational psychology or Thesis successfully complete a Final Reflections essay as part of their culminating course experience.

**With No Emphasis**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EPSY/EDUC 5001</td>
<td>Foundations of Global Citizenship</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5170</td>
<td>Behavioral Management</td>
<td>3</td>
</tr>
<tr>
<td>OR EPSY 5171</td>
<td>Models of Behavioral Management</td>
<td>3</td>
</tr>
<tr>
<td>OR EPSY 5150</td>
<td>Resilience and Self-Concept Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5350 Interpersonal Communications</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EPSY 5461 Curriculum and Creativity</td>
<td>3 hours</td>
<td></td>
</tr>
</tbody>
</table>
### Emphasis in Psychological Education Programs

This emphasis area enables educators to provide motivational and enrichment strategies for all students and to design psycho-educational intervention and prevention programs that promote the academic, social-emotional, and physical well-being of students. Examples of psychological education are critical thinking skills instruction, social skills training, “at risk” student intervention, dropout prevention programs, TOTR, and PBIS.

Psychologists who study “at risk” and struggling youth have found that stressed youth can overcome adversity if there are caring and competent adults in their lives. Recommended coursework for educators who wish to encourage academic achievement and foster resilience in “at risk” youth are EPSY 5150, EPSY 5160, EPSY 5290, SPED 5331, EPSY 5370, EPSY 5520, EPSY 5810, and EPSY 5980.

Psychologists define The Other 3 Rs (TOTR) needed for the 21st century learning as reasoning, resilience, and responsibility. Conceptualized as teachable skills that can optimize school success, TOTR are covered with reasoning (EPSY 5880), resilience (EPSY 5150), and responsibility (EPSY 5110).

PBIS (Positive Behavioral Interventions and Supports) promotes effective school-wide methods that encourage positive behaviors in students. Expertise in PBIS can be acquired through successful participation in SPED 5700, SPED 5701, SPED 5702, and SPED 5703.

### Required Courses

<table>
<thead>
<tr>
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<tr>
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<td>EPSY 5350</td>
<td>Intercultural Communications</td>
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<td>EPSY 5461</td>
<td>Curriculum and Creativity</td>
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<tr>
<td>EPSY 5600</td>
<td>Practicum in Educational Psychology</td>
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<tr>
<td>EPSY 5800</td>
<td>Applied Research</td>
<td>3</td>
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<tr>
<td>EPSY 6001</td>
<td>Integrated Studies in Applied Educational Psychology (for Non-Thesis Track)</td>
<td>3</td>
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<tr>
<td>or EPSY 6250</td>
<td>Thesis (for Thesis Track)</td>
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### Select four of the following courses (12 hours)

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EPSY 5060</td>
<td>Assessment and Evaluation of Academic Performance</td>
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</tr>
<tr>
<td>EPSY 5110</td>
<td>Social and Personality Development</td>
<td>3</td>
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<tr>
<td>EPSY 5130</td>
<td>Educational Psychology</td>
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<tr>
<td>EPSY 5150</td>
<td>Resilience and Self-Concept Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5160</td>
<td>Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5171</td>
<td>Models in Behavioral Management</td>
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<tr>
<td>EPSY 5180</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
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<tr>
<td>EPSY 5290</td>
<td>Family Counseling</td>
<td>3</td>
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<tr>
<td>EPSY 5370</td>
<td>Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5520</td>
<td>Children, Culture, and Violence</td>
<td>3</td>
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</tbody>
</table>

### Electives (6 Hours)

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

### Emphasis in Immigrant and Refugee Children and Families

The emphasis in immigrant and refugee children and families provides educators with the knowledge and skills necessary to meet the educational, social, and emotional needs of children and families who are facing multiple challenges as they migrate to new cultures and countries. Most often the educators who work with immigrants and refugees are also second language teachers. In addition to language instruction, these teachers share cultural experiences and provide a “welcoming oasis” for newly arrived refugees and immigrants.

International experience and the study of a second language are strongly recommended. Students enrolled in Immigrant and Refugee Children and Families may substitute the practicum requirement with an approved study abroad course.

### Required Courses

<table>
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<td>Intercultural Communications</td>
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<td>EPSY 5461</td>
<td>Curriculum and Creativity</td>
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<tr>
<td>EPSY 5510</td>
<td>Psychosocial Aspects of Migration</td>
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<tr>
<td>EPSY 5600</td>
<td>Practicum in Educational Psychology</td>
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<tr>
<td>EPSY 5800</td>
<td>Applied Research</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5991</td>
<td>Issues in Assessment: Cultural and Linguistic Diversity</td>
<td>3</td>
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<tr>
<td>EPSY 6001</td>
<td>Integrated Studies in Applied Educational Psychology (for Non-Thesis Track)</td>
<td>3</td>
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<tr>
<td>or EPSY 6250</td>
<td>Thesis (for Thesis Track)</td>
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Select three of the following courses (9 hours)

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<tbody>
<tr>
<td>EPSY 5111</td>
<td>Social and Personality Development</td>
<td>3</td>
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<tr>
<td>EPSY 5150</td>
<td>Resilience and Self-Concept Development</td>
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<tr>
<td>EPSY 5160</td>
<td>Advanced Child Development</td>
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</tr>
<tr>
<td>EPSY 5180</td>
<td>Advanced Educational Psychology</td>
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<tr>
<td>EPSY 5290</td>
<td>Family Counseling</td>
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<tr>
<td>EPSY 5370</td>
<td>Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5490</td>
<td>Seminars in Immigrant and Refugee Experiences</td>
<td>3</td>
</tr>
<tr>
<td>or SOCS 5000</td>
<td>Interdisciplinary Course: Global Awareness or Multi-ethnic Education</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Electives (6 Hours)

Electives may include approved, graduate School of Education courses, or approved 5000 level courses from other disciplines, or approved transfer graduate courses.
Applied Educational Psychology (MA)

Electives (6 Hours)
Electives may include approved, graduate School of Education courses, or approved 5000 level courses from other disciplines, or approved transfer graduate courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDCS 6001 Foundations of Global Citizenship</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5100 Theories of Creativity: Implications for Education</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5330 Intercultural Communications</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5461 Curriculum and Creativity</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5600 Practicum in Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or EPSY 5601 Practicum in Gifted Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 5631 Literacies and Technology</td>
<td>3</td>
</tr>
<tr>
<td>or other educational technology course</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5800 Applied Research</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5900 Identifying Giftedness in Underserved Populations</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 6001 Integrated Studies in Applied Educational Psychology (for Non-Thesis Track)</td>
<td>3</td>
</tr>
<tr>
<td>or EPSY 6250 Thesis (for Thesis Track)</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Select three of the following courses (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EPSY 5060 Assessment and Evaluation of Academic Performance</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5150 Resilience and Self-Concept Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5160 Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5180 Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5290 Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5750 Special Institute (May be repeated for credit if content differs)</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5910 Curriculum and Instruction for the Gifted</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5920 Meeting the Affective Needs of Gifted Children</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5930 Screening, Assessing, and Evaluating Gifted Students</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5940 Systems Leadership: Gifted Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5880 Psychology of Memory, Learning, and Problem-solving</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5970 The Gifted Learner</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5980 Motivation in the 21st century classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (6 hours)
Electives may include approved, graduate School of Education courses, or approved 5000 level courses from other disciplines, or approved transfer graduate courses.

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<td>or EPSY 6250 Thesis (for Thesis Track)</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Total: 36 hours

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 2-3 hours

Nine credit hours (3 courses) from the following listed courses:
The Gifted Learner
Systems Leadership: Gifted Program Planning and Evaluation
Screening, Assessing, and Evaluating Gifted Students
Curriculum and Instruction for the Gifted
Meeting the Affective Needs of Gifted Children

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

Admission Requirements
Essay: What motivated you to become an educator and how do you think your participation in Webster's Applied Educational Psychology program will help you to accomplish your personal and professional goals?

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Multidisciplinary Studies

Sequential MA in Applied Educational Psychology
The sequential master's program in applied educational psychology (MA) requires completion of 24 credit hours of coursework provided that the student has an adequate background in graduate-level courses related to educational psychology.

Completion of an admissions essay and a GPA of 3.0 are required for admission into the sequential degree in applied educational psychology. Students accepted into the sequential applied educational psychology degree should advance to candidacy after they have completed nine hours.

The five required courses (15 hours) for the sequential MA degree are Foundations of Global Citizenship, Intercultural Communications, Practicum in Educational Psychology (or Practicum in Gifted Education), Applied Research (or Curriculum and Creativity), Thesis (or Integrated Studies in Applied Educational Psychology). The remaining three elective courses (9 hours) should be selected in consultation with the Coordinator of Applied Educational Psychology.

Students wishing to pursue an educational specialist or doctoral degree in Educational Psychology or School Psychology should carefully select their master’s degree courses with the assistance of an advisor.
Art (MA)

Program Description
The master of arts (MA) in art is offered with areas of emphasis in art history and criticism, and studio art (ceramics, drawing, graphic design, painting, photography, printmaking, and sculpture). The MA in art history and criticism typically prepares students to enter PhD programs in the field, and also provides a background in art historical research and contemporary criticism for those interested in art museum and gallery professions.

The MA in studio art degree is an initial professional degree, comprised of a series of class/studio and independent experiences to enhance and develop individual studio practices. This is an ideal degree option for students intending to seek admission to competitive MFA programs, as an advanced degree for secondary art teachers, and as a culminating educational pursuit in its own right.

By design the MA in art program admits only a limited number of students. Typically there will never be more than a few graduate students admitted in any given area and much of the instruction by its nature is individualized. The program is therefore considered very selective.

Applicants should demonstrate advanced preparation through portfolio review, previous coursework, and resume. 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.

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

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

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

Program Curriculum
The MA 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 5000 Graduate Seminar in Art</td>
<td>3 hours</td>
</tr>
<tr>
<td>Emphasis coursework</td>
<td>18 hours</td>
</tr>
<tr>
<td>Graduate art electives</td>
<td>9 hours</td>
</tr>
<tr>
<td>ART 6250 Thesis</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

Art history and criticism students must submit a formal research thesis demonstrating significant original research and examination of bibliographic sources. The thesis area or topic will be determined in consultation with a thesis committee comprised of three readers (one reader will be the Director of the Graduate Program in Art). The thesis, abstract and proposal must be presented in accord with Webster University Graduate Thesis guidelines and departmental specifications.

The thesis requirement for an MA student in studio art comprises a written thesis and a presentation of an exhibition of selected works completed in the program. The thesis, abstract and proposal must be presented in accord with Webster University Graduate Thesis guidelines and departmental specifications as outlined in the Department of Art Student Handbook.

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

Admission Requirements
For Art History and Criticism:
• Bachelor of arts (BA) in art history or approved equivalent from an accredited institution
• Completed departmental application for the MA in art, please contact the Art Department for application
• Statement of approximately 500 words examining reasons for graduate study in art
• Three letters of recommendation, at least two of which must be from former teachers
• An entrance interview with the Director of the Graduate Program in Art

For Studio Art:
• Bachelor of fine arts (BFA) from an accredited institution
• Completed departmental application for the MA in art, please contact the Art Department for application
• Statement of approximately 500 words examining reasons for graduate study in art
• Three letters of recommendation, at least two of which must be from former teachers
• An entrance interview with the Director of the Graduate Program in Art
• Note: for studio art, satisfactory portfolio review as determined by the Director of the Graduate Program in Art and by other of full-time art faculty members

Send all required documents to:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141
Program Description
The master of fine arts (MFA) 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.

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

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

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

Total: 45 hours

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

Admission Requirements
• Previous practical experience in an arts discipline
• A bachelor of arts (BA), bachelor of fine arts (BFA), or approved equivalent from an accredited institution
• Successful and appropriate completion of the Graduate Record Examination (GRE)
• Submission of official transcripts
• Three letters of recommendation
• Statement of at least 1,000 words examining issues concerning “Arts and the Future”
• Interview with faculty

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141
Advanced Graduate Certificate

Program Description
The advanced graduate certificate (AGC) in assessment of learning and cognitive development emphasizes understanding the individual learner and his/her learning and cognitive growth. Students enrolled in this program acquire skills in the assessment of learning, cognitive abilities, and academic performance.

This AGC is for educators who already have a master’s degree and some experience with assessment and applying psychology to education and schooling. This AGC is not designed for Missouri educator certification, but the AGC in Assessment of Learning and Cognitive Development is especially helpful for those who wish to work as assessment coordinators, educational diagnosticians, or psychoeducational testers.

This eighteen credit hour advanced certificate is for those who wish to make an even greater contribution at their workplace. Graduate students are encouraged to assume advocacy roles, to participate in professional organizations, and to contribute to professional conferences and publications.

See also:
• Applied Educational Psychology (MA)
• Gifted Education and Talent Development (AGC)
• Immigration and Refugee Education (AGC)

Requirements
1. Any Webster University graduate courses taken that are not applied toward a graduate or undergraduate degree, may be counted toward the completion of an Advanced Graduate Certificate (AGC) program provided that the courses are appropriate and relevant to that specific Advanced Graduate Certificate.
2. All AGC coursework must have a grade of B- or better.
3. Any graduate coursework completed may not be counted to two different certificate programs.
4. Courses may not be transferred from another university into any Webster University Advanced Graduate Certificate (AGC) program.

Choose at least one course (3 hours) from Cluster One-Child and Adolescent Development and Learning:
- EPSY 5160 Advanced Child Development (3 hours)
- EPSY 5540 Psychology of Early Adolescence (3 hours)
- EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 5880 Psychology of Memory, Learning, and Problem-Solving (3 hours)
- EPSY 5970 The Gifted Learner (3 hours)

Choose at least two courses (6 hours) from Cluster Two-Assessment of Learning and Cognitive Development
- SPED 5240 Psychoeducational Assessment I (3 hours)
- EPSY 5060 Assessment and Evaluation of Academic Performance (3 hours)
- SPED 5413 Assessment of Learning and Learning Problems (3 hours)
- EPSY 5990 Identifying Giftedness in Underserved Populations (3 hours)
- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
- EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (3 hours)
- SPED 5830 Evaluation (3 hours)
- MTHC 5390 Statistics (3 hours)
- EDTC 6240 Education Statistics (2-3 hours)

Required course: EPSY 6000 Advanced Graduate Certificate Project (3 hours)

To complete the 18-hour Advanced Graduate Certificate, choose two electives from EPSY and/or SPED (6 hours).

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

Admission Requirements
• Master’s degree in educational psychology, special education, or related area
• Satisfactory completion of admissions essay; Overall GPA of 3.0
Business & Organizational Security Management (MA)

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.

Business and Management programs are ACBSP accredited.

Learning Outcomes
• Students will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of business and organizational security management.
• Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of business and organizational security management when analyzing complex factual situations.
• Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of business and organizational security management when developing solutions to multifaceted business and organizational security management problems in complex factual situations.

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 51 credit hours required for the master of business administration (MBA) with an emphasis in business and organizational security management must include the following courses:

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

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

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

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
**Communication Arts (MA)**

**Program Description**

The communication arts master of arts (MA) is designed to provide educators from diverse educational backgrounds the opportunity to study theoretical and practical developments in language, literature, media, and the arts. Students are encouraged to learn by doing and, by doing, expand those skills essential to their professional growth. Courses and experiences in communications allow students to earn state certification, explore career alternatives, and enhance their professional standing.

Selected courses in the Communication Arts major are available online (Internet-based). It is possible to complete the Communication Arts major with online courses. Contact the School of Education office for current information.

Communication arts majors choose one of 10 emphasis areas:

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

**Learning Outcomes**

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

**Requirements**

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

- COMM 5260 Oral Communication, or COMM 5290 Interpersonal Communications 3 hours
- COMM 5270 Visual Communication 3 hours
- COMM 5280 Written Communication, or COMM 5199 Teaching Writing (online) 3 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, 12 of the 33 credit hours required for the degree must include the 12 credit hours of core courses and 12 credit hours of coursework in the emphasis area, plus 9 credit hours of electives.

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

After completing 9 credit hours within an MA major, all MA 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.

Students are required to complete a Petition to Graduate two semesters before they plan to graduate. Specific deadlines are posted in the School of Education course offerings.

**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 12 credit hours of communication arts MA requirements, 12 credit hours of appropriate coursework are required.

**Emphasis in Educational Technology**

In addition to the 12 credit hours of communication arts MA 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

**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 12 credit hours of communication arts MA 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 12 credit hours of communication arts MA requirements, students must complete at least 12 credit hours of appropriate coursework related to inclusive education.

See special education course listings for the emphasis area requirements and course descriptions.

Emphasis in International Languages and Cultures

The international languages and cultures emphasis provides students with the opportunity to improve their listening comprehension, reading, writing, and oral skills in content-oriented courses in French, German and Spanish taught at the advanced level. French, German and Spanish courses are offered in rotation in a variety of formats and content.

Although the classes cover different periods and genres of literature, the focus of the program is on oral communication and a deep understanding and appreciation of the language and culture.

In addition to the 12 credit hours of communication arts MA requirements, French, German and Spanish students must take a minimum of 12 credit hours of appropriate coursework in the language of their emphasis.

ILC 5120 Advanced Skills 3 hours
ILC 5130 Advanced Listening & Discussion Skills in Languages 3 hours
ILC 5170 Seminars 3 hours
ILC 5180 Methods of Teaching Languages (may be substituted for Curriculum Design or Applied Research) 3-4 hours

Candidates for this emphasis must be approved by the Department of International Languages and Cultures.

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 12 credit hours of communication arts MA 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 12 credit hours of communication arts MA requirements, students pursuing this emphasis may choose 12 credit hours from the following courses:

MEDC 5310 Media and Culture (required) 3 hours
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 5440 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

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 graduate education for teachers that has direct application to the classroom.

In addition to the 12 credit hours of communication arts MA 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 5490 Seminars in Reading Instruction 2-3 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 5880 Survey Reading Course for Secondary Teachers 3 hours
COMM 5900 Reading Seminars 1-3 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 5960 Differentiated Reading Instruction 2-3 hours

Emphasis in Teaching English as a Foreign Language*

(Available online only).

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 12 credit hours of communication arts MA requirements, the following 12 credit hours of TEFL courses are required:

TESL 5030 Historical Linguistics 3 hours
TESL 5139 English for Speakers of Other Languages (ESOL) Methods 3 hours
TESL 5230 Second Language Acquisition 3 hours
TESL 5330 Intercultural Communications 3 hours

*This emphasis does not lead to the Webster University TEFL Certificate.
Graduate Program

School of Education

Communication Arts (MA)

Emphasis in Teaching English as a Second Language*

(Available online only).

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. In addition to the 12 credit hours of communication arts requirements, 12 credit hours from the following courses are needed:

- TESL 5030 Historical Linguistics 3 hours
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods 3 hours
- TESL 5220 Curriculum Development in Second Language Classrooms 3 hours
- TESL 5230 Second Language Acquisition 3 hours
- TESL 5350 Intercultural Communications 3 hours

*This emphasis does not lead to Missouri ESOL Certification.

Admission

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

Admission Requirements

Essay: Please describe how Webster's MA degree in Communications will advance your career or help you reach your professional goals.

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Communication Arts, Reading and Early Childhood

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).
Communications Management (MA)

Program Description
The master of arts (MA) degree in communications management is intended for students working in any communications-related field, who are seeking to advance to a position with broader managerial responsibilities. For forward-looking communications professionals, this degree is a necessity.

Qualifications include a strong educational background or professional experience in a communications-related field. A student may be required to enroll in 6 hours of prerequisite undergraduate coursework. The selection of prerequisites will be determined through consultation with an academic advisor. Students must earn a grade of “B” or better in the prerequisite courses before they will be allowed to enroll in graduate courses.

The prerequisite courses do not count toward the 36 credit hours required for the degree, nor will they be considered as part of the credit hours required for advancement to candidacy.

This degree is also available online. Online courses require excellent organizational skills, self-direction, and motivation to master the challenges of this learning environment.

Learning Outcomes
Successful graduates of this program will be able to:
• Apply all functional areas of communications to specific organizational issues or challenges;
• Manage projects within a communications framework;
• Communicate more effectively with upper level management;
• Work effectively in a business environment;
• Present solutions to communications problems;
• Work with and manage creative and technical experts;
• Use strategy and tactics in implementation of communication plans and programs;
• Adapt and integrate new skills as technologies change.

Program Curriculum
This degree offers students the opportunity to earn a master’s degree in communications while having the flexibility to choose emphasis courses from various business and management disciplines. MEDC 5000 Media Communications is the requisite course in the communications management program.

It examines communications theory and its application to mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications.

The required courses and electives listed may be taken as Directed Studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures and approved by the Director of Graduate Studies. Students taking courses that are a part of their approved curriculum and that are from outside of the School of Communications should verify prerequisites with the appropriate school or college.

The course of study for students working towards an MA in communications management is as follows. Any variation from this curriculum should be approved in advance using a program option request form.

Core Courses (21 credit hours)
MEDC 5000 Media Communications (Requisite Course)
MEDC 5300 Strategic Communications
MEDC 5310 Media and Culture
PBRL 5323 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
HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development
HRMG 5000 Managing Human Resources
INTB 5000 International Business
INTB 5650 International Business Management
MNGT 5000 Management
MRKT 5000 Marketing
MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing
MEDC 5360 International Communications
MEDC 5430 Media Communications Technology
MEDC 5460 Media Research
MEDC 5500 or MNGT 5500 Professional Seminars
MEDC 5550 Topics in Media Communications
MEDC 5600 Introduction to Interactive Communications
MEDC 5650 Special Topics in Interactive Media
PBRL 4190 Public Relations Research
PBRL 5322 Public Relations
PBRL 5451 Communication Strategies for Investors and Financial Stakeholders
PBRL 5452 Communication Strategies for Public Affairs and Government Relations
PBRL 5453 Communication Strategies for Nonprofit Organizations
PBRL 5465 Crisis Management Communications

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Computer Science/Distributed Systems (MS)

Program Description
The MS 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 MS degree in computer science/distributed systems should hold a baccalaureate 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), and data structures (COSC 3100). They should possess good mathematical skills and be proficient in the C++ programming language (COSC 1550 and COSC 1560).

Learning Outcomes
Students in the computer science program with an emphasis in distributed systems will:
- Demonstrate critical thinking skills in the field of computer science.
- Demonstrate the ability to solve problems related to the program content.
- Demonstrate an understanding of the concepts and principles of distributed systems.
- Be able to analyze, design and implement a distributed system application using techniques and models from the computer science program.
- Be able to document a distributed system application including both user documentation and technical documentation.
- Be able to make a formal presentation of a distributed systems project including demonstrating the working application.

Program Curriculum
The 36 credit hours required for the MS 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

Five Elective Courses chosen from the following:
- 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

In addition, the student may choose one elective course offered in this major or one elective graduate course from a different major.

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

MBA with an Emphasis in Decision Support Systems
See Master of Business Administration (MBA) section for details

MBA with an Emphasis in Web Services
See Master of Business Administration (MBA) section for details
Computer Science/Distributed Systems (Certificate)

Program Description
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 baccalaureate 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), and data structures (3100). They should possess good mathematical skills and be proficient in the C++ programming language (COSC 1550 and COSC 1560).

Learning Outcomes
Students in graduate certificate program in computer science/distributed systems will:
• Demonstrate critical thinking skills.
• Demonstrate the ability to solve problems related to the program content.
• Demonstrate an understanding of the concepts and principles of distributed systems.
• Be able to analyze and design a distributed system application using techniques and models from the computer science program.
• Be able to document a distributed system application including both user documentation and technical documentation.

Requirements
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

Admission
Students who are interested in applying to this certificate program should see the Admission Section found in the front of this catalog for general requirements.
Counseling (MA)

Program Description
The MA in counseling professional degree program is designed to prepare individuals for a career in professional mental health counseling: marriage/couple, family, and child counseling; school guidance and counseling, and community counseling. Note that not all emphases are offered at all campuses. The curriculum is designed to provide students with the necessary knowledge, practice, and skills for working with individuals, couples, children, families, and small groups in a variety of mental health settings. The MA in counseling at Webster University is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

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

- Identify, describe, and apply goals and objectives of professional organizations, professional codes of ethics primarily the American Counseling Association Code of Ethics (2005); identify and describe ethical and legal considerations in counseling, professional credentialing, role identity of counselors, history and philosophy of counseling, counseling supervision models and practices, and advocacy processes leading to success for clients. (Professional Orientation and Ethical Practice)
- Define, generalize, and synthesize the impact on the profession of counseling of multi-cultures including ethnic groups, religious or spiritual belief orientations, urban and rural societies, gender, able-ism, ageism, race, sexual orientation, and other cultural groups and mores; use of leisure time, career, and differing life patterns; multicultural counseling theory; and the ethnic attributes and dynamics on relationships, issues, cultural trends, and the counseling relationship. Be able to describe the significance of Counselor self-awareness, culturally supported wellness, and counselor's roles in eliminating bias and in promoting social justice and advocacy for diverse populations. (Social and Cultural Diversity)
- Describe, identify, and examine the nature and needs of individuals at all developmental levels and in multicultural contexts, including theories of human behavior (normal and abnormal) personality development, human resilience, wellness, exceptional abilities, and addictions; and learning processes. (Counseling Theory and Human Growth and Development)
- Describe, identify, and appraise vocational choice theories and techniques; the relationship between career choice and lifestyle; sources of occupational and educational information, assessment, and technology; approaches to decision-making models; interrelationships among and between work, family and life roles including multicultural issues; career planning, placement and evaluation; and career development exploration techniques. (Career Development)
- Define, generalize, organize, and critique the philosophic bases of counseling and the helping relationship and consultation theories, practice, and application in a multicultural society; including development of Counselor/client self-awareness, systems work, effective counseling skills, an orientation toward wellness and growth, and crisis intervention. (Helping Relationships or primary skills courses including Foundations of Counseling, Practicum, Internship, Group Counseling Technique, and Social and Cultural Diversity)
- Identify, explain, apply, synthesize and evaluate the components of the current Diagnostic and Statistical Manual of Mental Disorders in relation to the mental health of individuals; and be able to describe appropriate application of diagnostic criteria in various cultural contexts. (Psychopathology and diagnostics courses)
- Define and appraise group counseling theories, types of group therapy techniques, group purpose, development, and dynamics in a multicultural society; and be able to experience and facilitate effective group counseling. (Group Work)
- Identify, implement, and evaluate the various frameworks for ethical appraisal of the individual in some core courses)
- Identify, implement, and evaluate the various frameworks for ethical appraisal of the individual including methods of data gathering and interpretation, statistical concepts, individual and group testing, case study approaches, historical perspectives, and individual differences from a multicultural and ethnic context. (Assessment)
- Define, describe, apply, and evaluate statistical concepts, research design, development of research/demonstration proposals, evaluation of research, and research information, as used to inform evidence-based practice; describe and evaluate the importance of research in advancing the counseling profession; and ethical and culturally relevant strategies for interpreting and reporting research and evaluation results. (Research and Program Evaluation)
- Identify, plan, synthesize and implement the above learning outcomes and criteria professionally. Demonstrate a progressive development of counseling skills and practice including an openness to supervision and self-awareness in a human development and wellness framework that integrates attention to multi-cultural impact. Implement adequate record keeping methods, define and apply ethical practice, and define and generalize the ethical responsibility of practicing counseling only to the extent of one's competency and to know when, where, and how to refer when out of competency. (Clinical instruction in Foundations of Counseling, Practicum, Internship, and Group Counseling Techniques)
- Identify, critique, and implement the major concepts and effects on cultures of disaster response and trauma and crisis counseling and their differences in specific settings (Infused in some core courses)
- Identify, evaluate, and generalize the major impacts, theories, effects, and skills of addictions and substance abuse counseling in specific courses (Substance Abuse and some core courses)
- Identify, evaluate, and generalize the impact, effects, and skills of systems theory (Family Systems and some core courses)

This Program is Available:
United States
- Albuquerque, NM
- Brooks-City Base, TX
- Charleston, SC
- Columbia, SC
- Fort Bliss, TX
- Fort Bragg, NC
- Geneva, Switzerland
- Greenville, SC
- Irvine, CA
- Jacksonville, FL
- Kansas City, MO
- Lackland AFB, TX
- Lakeland, FL
- Louisville, KY
- Melbourne/Palm Bay, FL
- Merritt Island/Space Coast, FL
- Myrtle Beach, SC
- North Orlando, FL
- Ocala, FL
- Pope AFB, NC
- Rolla, MO
- Sarasota, FL
- South Orlando, FL
- St. Louis Home Campus
- Tampa Bay/St. Petersburg, FL

Graduate Program
Program Curriculum

Emphasis in Professional Mental Health Counseling
This degree emphasis requires satisfactory completion of 60 credit hours of specific coursework. Some states require completion of all core courses previous to internship. Note that successful completion of program degree may exceed 60 credit hours for students requiring remedial coursework in writing competency and or professional counseling skill development.

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 5140 Psychopharmacology
- COUN 5150 Psychopathology
- COUN 5200 Theories of Counseling
- COUN 5220 Assessment
- COUN 5230 Psychodiagnostics
- COUN 5600 Techniques of Group Counseling
- COUN 5630 Substance Abuse Counseling
- COUN 5700 Lifestyle and Career Development
- COUN 5800 Professional Orientation and Ethical Practice
- COUN 5820 Consultation and Supervision
- COUN 5850 Research and Evaluation
- COUN 5880 Professional Performance and Ethical Practice
- COUN 6000 Counseling Learning Practicum (total of 3 credit hours)
- COUN 6500 Internship (total of 6 credit hours)

No elementary or secondary school settings may be used for practicum or internship hours toward the Professional Mental Health emphasis.

In addition to the required 16 core subject area courses listed above, students work with a faculty advisor to select up to four electives from the counselor education program curriculum to fulfill the 60 hour requirement for completion of the degree. Seek advisement for appropriate selection of electives with the Counseling Program coordinator or Counseling Program academic advisor when selecting elective courses. Also, note that certain state licensure laws do not allow for courses to be completed through Directed Studies or electronically (online). The student should consult with the Counseling Program coordinator or Counseling Program academic advisor regarding this option.

Not all areas of emphasis are offered at all campus locations. Students should verify that the emphasis they seek is offered at the campus they select prior to registration.

Emphasis in Marriage, Family, and Child Counseling
This degree emphasis requires satisfactory completion of 60 credit hours of coursework. Some states require completion of all core courses previous to internship. This degree emphasis is not offered at all extended campuses. Please consult your local campus for information. Note that successful completion of program may exceed 60 credit hours for students requiring remedial coursework in writing competency and or professional counseling skill development.

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 5140 Psychopharmacology
- COUN 5150 Psychopathology
- COUN 5200 Theories of Counseling
- COUN 5220 Assessment
- COUN 5230 Psychodiagnostics
- COUN 5540 Family Systems Theory
- COUN 5600 Techniques of Group Counseling
- COUN 5640 Marriage and Family Counseling
- COUN 5660 Sexual Counseling or COUN 5560 Human Sexuality
- COUN 5700 Lifestyle and Career Development
- COUN 5800 Professional Orientation and Ethical Practice
- COUN 5850 Research and Evaluation
- COUN 6000 Counseling Learning Practicum (total of 3 credit hours)
- COUN 6500 Internship (total of 6 credit hours)

No school settings may be used for practicum or internships toward the Marriage, Family, and Child Counseling emphasis.

In addition to the required 18 core subject area courses listed above, students select electives from the counselor education program curriculum to fulfill the 60 credit hours required for the degree. Seek advisement for appropriate selection of electives with the Counseling Program coordinator or Counseling Program academic advisor when selecting elective courses, as electives will directly relate to the ability to gain licensure as a professional counselor and/or a marriage and family (and child) counselor. Also, please note that certain state licensure laws do not allow for courses to be completed through Directed Studies or electronically (online).

Not all areas of emphasis are offered at all campus locations. Students should verify that the emphasis they seek is offered at the campus they select prior to registration.

Emphasis in School Guidance and Counseling
Note: this emphasis area is only approved for student participation in Florida. No other Webster campus offers the school counseling emphasis at this time. School counseling licensure or certification is determined by state departments of education. Therefore, students are responsible for verifying this curriculum with their respective state departments of education to insure that this curriculum meets their state's requirements.

The degree emphasis requires satisfactory completion of a minimum of 48 credit hours of coursework; students may have to complete extra coursework in Education courses for emphasis/degree completion. Some states require completion of all core courses previous to internship. Note that successful completion of program degree may exceed 48 credit hours for students requiring remedial coursework in writing competency and or professional counseling skill development.

Required Core Subject Area Courses:
- COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course)
- COUN 5050 Human Growth and Development
- COUN 5100 Social and Cultural Foundations of Counseling
- COUN 5200 Theories of Counseling
- COUN 5220 Assessment
- COUN 5600 Techniques of Group Counseling
- COUN 5680 Counseling in the School Setting
- COUN 5700 Lifestyle and Career Development
- COUN 5800 Professional Orientation and Ethical Practice
- COUN 5820 Consultation and Supervision
- COUN 5850 Research and Evaluation
- COUN 6000 Counseling Learning Practicum (total of 3 hours)
- COUN 6500 Internship (total of 6 credit hours)

In addition to the required 15 core subject area courses listed above, students select electives from the counselor education program curriculum to fulfill credit hours needed for the degree. Seek advisement for appropriate selection of electives with the Counseling Program coordinator or Counseling Program academic advisor when selecting elective courses, as elective choices directly pertain to the ability to gain licensure as a professional counselor and/or certification or licensure as a school guidance counselor.
College of Arts & Sciences

Counseling (MA)

Note that certain state licensure laws do not allow for courses to be completed through Directed Studies or electronically (online).

Not all areas of emphasis are offered at all campus locations. Students should verify that the emphasis they seek is offered at the campus they select prior to registration.

Emphasis in Community Counseling

This degree emphasis requires satisfactory completion of 48 credit hours of coursework. Students seeking this emphasis must complete all core courses prior to internship. Note that successful completion of program degree may exceed 48 credit hours for students requiring remedial coursework in writing competency and or professional counseling skill development.

Required Core Subject Area Courses:

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

In addition to the required 12 core subject area courses listed above, students select electives from the counselor education program curriculum to fulfill the 48 credit hours necessary for completion of the degree. Seek advisement for appropriate selection of electives with the Counseling Program coordinator or Counseling Program academic advisor when selecting elective courses. Note that certain state licensure laws do not allow for courses to be completed through Directed Studies or electronically (online).

Note that the majority of states call for educational requirements toward professional counseling licensure to include the completion of a 60 credit hour graduate counseling degree. Therefore, students and or graduates who select the Community Counseling 48 credit hour emphasis may be required to complete additional graduate coursework should the student/graduate relocate to a state that requires a 60 credit hour masters counseling degree.

Not all areas of emphasis are offered at all campus locations. Students should verify that the emphasis they seek is offered at the campus they select prior to registration.

General Requirements

The student is subject to the policies and procedures for graduate studies and the specific requirements of the counselor education program found within this catalog. As stated in the academic policies and procedure guidelines, the MA in counseling professional degree program is excluded from dual major and sequential degree options.

Courses in the counselor education program are available only to the following: those admitted to the MA in counseling professional degree program and those fulfilling course requirements toward state licensure. All non-degree seeking students must meet program prerequisites and seek advisement for appropriate course selection.

Students participating in the MA in counseling professional degree program are required to understand and follow the ACA Code of Ethics (2005) and adhere to applicable state laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors. (ACA, 2005)

Professional Commitment

The American Counseling Association Code of Ethics (2005) require that institutions providing counselor education screen students for professional, personal, and academic fit with the profession of counseling. Completion and graduation from the MA in counseling professional degree program requires successful completion of all graduate courses with appropriate academic success; development of appropriate interpersonal and counseling skills evidencing competency as a counselor; and being deemed fit for the counseling profession by program faculty as determined by development of counseling knowledge, skills, and counselor formation; interpersonal relations with others in the program, and openness to supervision and feedback. Students’ counseling skills development, interpersonal skills with others in the program, openness to supervision, and academic success and standing will be evaluated on a regular basis throughout the program. Students may be required to complete extra coursework and or personal counseling in order to maintain good standing in the program.

This degree is a professional degree that is regulated by the state licensure boards and the ACA Code of Ethics (2005). As such, students will be required to commit to the above mentioned academic and counseling skills development through various coursework including a minimum of one year of clinical field experience (depending on state), that may demand between 12 and 38 hours per week to equate to a total of 700 - 1000 hours of clinical and supervised instruction. It is imperative that applicants and students understand the time commitment required to develop and evidence counseling and interpersonal skills, openness to supervision, and academic success related to the clinical field experience.

It is highly recommended that students become involved in their local and or national professional counseling organization for formation of professional identity and the provision of additional learning, professional networking, leadership opportunities, professional liability insurance and legal support; and financial, academic, and career resources. Students in the MA in counseling professional degree program will be expected to participate in self-growth and self-disclosure experiences in some coursework in the MA in counseling professional degree program as delineated by the ACA Code of Ethics (2005). While contents of self-disclosure will not relate to lowered academic evaluations, contents of self-disclosure may lead to requirement of professional help to address any personal concerns that may be affecting development of competent counseling skills (ACA, 2005).

Remediation for Student Success Process

The American Counseling Association Code of Ethics (2001, 2005) require that all counselor education programs in good standing provide for a remediation process for all counselor education students that includes regular and ongoing evaluation of a student’s general fit with the counseling profession. Appraisal will occur with faculty related subjective and objective components for didactic and clinical competencies, attention to ethical code, openness to supervision, self-awareness and formation, and academic competency. Students may be required to meet with the campus Counseling Advisory Committee if they are not able to demonstrate academic successful and or appropriate interpersonal and or counseling skills development, and or resist clinical supervision. This Committee will review the reasons for student lack of success and will interview relevant instructors and the student to determine the most appropriate path for student success related to a potential future in the counseling profession. The most appropriate path may include but is not limited to completion of extra coursework and or field experience, completion of and or participation in personal counseling, and or dismissal or time off from the counselor education program prior to completion of the degree program. Hence, successful completion of the MA in counseling professional degree program may require additional coursework beyond the stated number of degree credit hours (48 or 60) for those students requiring remedial coursework and or personal counseling. Student openness to and cooperation with the Committee
and adherence to ACA Code of Ethics will be integral to the student's continued success within the program.  

**Student Handbook**

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

**Background Check**

Some states will not provide a professional counseling license to those with a failed background check. If an applicant or student has question regarding such, check with the state professional counseling licensure board prior to applying to the MA in counseling professional degree program. Students registering for the school counseling emphasis as of spring 1, 2010 may be required to complete a background check at their own expense. See the Counseling Program faculty coordinator/advisor for further information. Also note that some field experience sites require completion of a background check prior to commitment to the field experience. All background checks are at the expense of the student. See the counseling faculty coordinator/advisor for more information.

**Professional Liability Insurance**

All students participating in counseling field experiences must retain professional liability insurance and proof of such prior to beginning their field experience. Professional liability insurance is at the expense of the student and may be retained through HPSO (Health Professionals Service Organization) found on the American Counseling Association’s Web site, www.counseling.org.

**Path to Licensure**

To attain licensure in professional counseling (LPC/LMHC/LCPC); marriage and family therapy (LMFT); and/or certification or licensure in school guidance and counseling graduates must complete further clinical training and or passing of nationally normed, field related examinations (NCE, PRAXIS) after completion of the MA in counseling professional degree. Required exam and or number of required clinical supervised hours following degree completion is dependent on the state in which the graduate pursues licensure. For delineation of individual state licensure and school certification or licensure requirements consult the following Web sites:

- [http://www.counseling.org/Counselors/LicensureAndCert/TP/StateRequirements/CT2.aspx](http://www.counseling.org/Counselors/LicensureAndCert/TP/StateRequirements/CT2.aspx)
- [http://www.aamft.org](http://www.aamft.org)
- [http://www.schoolcounselor.org/content.asp?pl=325&cl=133&contentid=242](http://www.schoolcounselor.org/content.asp?pl=325&cl=133&contentid=242)

**Course Transfer**

A total of twelve (12) credit hours from a graduate counseling program may be accepted toward the MA in counseling; there will be no course substitutions once a student has transferred 12 credit hours. Although the Webster MA in counseling is not accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), in order to ensure integrity across core content, core courses substitutions will only be accepted from CACREP accredited graduate counseling programs. All transfer credit will be for elective courses unless the courses are from a CACREP accredited institution (accredited at the time the transferee attended the program). The MA in counseling degree at Webster University is not accredited by CACREP.

**Enrollment in non-counseling courses during program enrollment**

Participation and enrollment in the professional counseling degree program takes personal and professional commitment. For this reason, counseling students are required to receive written permission from the worldwide director of counseling to register for courses outside of the counseling program while enrolled in the program. Enrollment in non counseling degree related courses is not encouraged.

**Admission**

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

**Admission Requirements**

Additional requirements specific to the MA in counseling degree include the following:

- Completion and provision of a written essay. The 1-2 page essay will be in response to the following prompt: Comment on your personal and professional interests in the field of professional counseling. Include personal background and work history related to your interest in the field of professional counseling and career goals in the field of professional counseling; also include your thoughts regarding your potential success in forming effective and culturally relevant interpersonal relationships in individual and small group contexts and your aptitude for succeeding at graduate level education.
- Cumulative grade point average of a 2.5 or better on a 4.0 scale
- Provision of 3 letters of professional (not friends or relatives) recommendation, one of which must be from a former professor/instructor and on university letterhead.
- Participation in a group interview to determine career related interests in the field of professional counseling. This interview will be scheduled through your campus. Seek advisement regarding applicable dates.
- Some program field experiences may require background checks of students.

Additional note: students applying for this program must send their required admission documentation to the campus they plan to attend. Students applying to campuses outside of the US maybe required to submit additional documentation and or subject to prerequisite educational requirements. Please consult your campus. The following is a link to the list of campuses offering the MA in counseling degree program: [http://www.webster.edu/gradcatalog/degrees/counseling.shtml](http://www.webster.edu/gradcatalog/degrees/counseling.shtml)
Decision Support Systems (Certificate)

Program Description
The certificate in Decision Support Systems will provide information technology professionals and business 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 data warehousing software and in the development of business intelligence solutions with data mining methods. 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.

Learning Outcomes
Students in the graduate certificate program in decision support systems will:

- Demonstrate critical thinking skills.
- Demonstrate the ability to solve problems related to the program content.
- Analyze and evaluate data for use in a business environment.
- Be able to summarize and compare the fundamental concepts and techniques of decision support systems.
- Recommend data manipulation and analysis algorithms for management decision making.

Requirements
The 18 credit hours required for the graduate certificate in decision support systems include the following courses which must all be taken at Webster University:
- CSIS 5300 Database Systems
- CSIS 5310 Introduction to Decision Support Systems
- CSIS 5400 Data Warehousing
- CSIS 5410 Introduction to Data Mining
- CSIS 5420 Data Mining
- CSIS 5600 Decision Support Systems

Admission
Students who are interested in applying to this certificate program should see the Admission Section found in the front of this catalog for general requirements.
Mission Statement
The mission of the doctor of management program is to develop post-master's competencies and capabilities in organizational development, leadership and applied research for a broad range of professionals.

The Doctor of Management program is ACBSP accredited.

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

Learning Outcomes
• Students will be able to create organizational solutions.
• Students will be able to plan, implement and manage organizational change processes.
• Students will be able to apply leadership models in the diverse global environment.
• In the area of research:
  a. Given a management problem, students will be able to design and conduct a research project using appropriate measurement tools.
  b. Students will be able to evaluate the quality and usefulness of research relating to the field of management.
• Students will be able to explain both the theoretical basis and the applications of their knowledge relating to the field of management.

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

The following are required courses in the DMgt program:
DMGT 7140 Statistical Analysis
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 Organizational Behavior
DMGT 7900 Integrative Seminar
DMGT 8000 Doctoral Project

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

Prerequisites for Admission
Application to the DMgt program requires documentation of the following:
• A master’s degree in a management-related field, such as business, economics, management, health management, industrial psychology or an MBA degree.
• Superior academic ability at the graduate level.
• Successful completion of at least one master’s level statistics course
• General Management Admission Test (GMAT) score. Applicant must request that Graduate Management Admissions Council send an official score report to Webster’s DMgt program.
• A minimum of three years of management experience.

Admission Requirements
Application deadline date: May 31 for enrollment in the October term
Applicants to the DMgt program are accepted annually. The applicant will submit the following credentials to the director of the DMgt program:
• A DMgt application form. This form is different from the master's programs admissions forms.
• A statement of goals, summarizing how the doctorate will advance the student's career goals and personal objectives.
• Official transcripts of all previous undergraduate and graduate coursework. These transcripts must be sent directly to the director of the DMgt degree program from the issuing institution.
• Webster University graduates must request that transcripts be sent directly to the director of the DMgt degree program. No “Issued to Student” transcripts will be accepted. An English translation must be included if the transcripts are from a foreign institution.
• A current resume. A list of publications, monographs, and other applicable works should be attached.
• At least three letters of recommendation from faculty and/or associates.
• 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 DMgt 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.
George Herbert Walker School of Business & Technology

Doctor of Management (DMgt)

Submission of all required documents should be sent to the following address:

Director, Doctor of Management Program
G.H. Walker School of Business & Technology
Webster University
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Admission Process
Completed application files will be reviewed by the Doctoral Admissions Committee

- Applicants who pass initial screening will be invited on campus for a personal interview. An interview is not a guarantee of admission to the program.
- The number of persons admitted for a given cohort (year group) will vary according to total number of students currently in the program.
- Applicants will be notified of final decision by late June.
- Admitted students will begin their degree program in the Fall 2 term.
- Admitted students are required to submit a deposit to secure their position in the class.

International Students
Applicants who are not U.S. citizens or permanent residents please complete all of the above documentation and submit the following:

TOEFL, IELTS or Pearson score-official only

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>IELTS</th>
<th>Pearson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>Computer</td>
<td>iBT</td>
</tr>
<tr>
<td>575</td>
<td>230</td>
<td>89</td>
</tr>
</tbody>
</table>

Transfer of Credit
At the time of admission, the admission committee will determine coursework acceptable for transfer into the DMgt program.

A maximum of 6 credit hours may be transferred into the doctoral program. This coursework must be equivalent to required courses in the DMgt 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 DMgt program.

Academic Probation and Dismissal
Students accepted into this program are expected to perform academically at a doctoral level. To remain in this program, students are expected to achieve the following academic milestones based on a grade-point average:

- At end of six Core Courses: Have a GPA of 3.0
- At the conclusion of their final classroom course: Have a GPA of 3.0

Failure to achieve either GPA milestone will result in the student being dismissed from the program. For the GPA system, see Academic Policies and Procedures.

Students whose GPA falls below 3.0 or who receives a grade below a B in a course will meet with the program director to discuss their academic performance.

Other doctoral academic quality policies include:

- A student who receives an F grade in a course must retake the course with a satisfactory grade before enrolling in the Integrative Seminar.
- A student must complete Integrative Seminar with a grade of B or better before advancing to the methodology courses.
- A student who receives an F grade in a methodology course must retake the course with a satisfactory grade before forming a Doctoral Project committee.

Doctoral policies on retaking courses:
A student who receives a C grade has the option of retaking the course. A student may retake one core course and a total of two courses overall. No course may be retaken more than once.

Advancement to Candidacy
The student is advanced to candidacy following the successful completion of the 12 classroom courses, including the Integrative Seminar, and after the faculty has approved the Doctoral 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 George Herbert Walker School of Business & Technology that the student be awarded the DMgt degree.

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

A student may apply to the DMgt program director for a leave of absence of two years or less. If the absence is approved, the five-year time limit will be suspended for that period and will resume at the end of the leave of absence, whether or not the student enrolls in DMgt courses.
Program Description
Candidates pursuing the MA in early childhood education engage in observation and documentation to research children’s learning processes and analyze them in light of developmental theory, current research, best practices, and historical and social contexts. This kind of action research informs curriculum decisions and program improvement.

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

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

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

Requirements
Early Childhood MA majors are required to complete 33 credit hours, including at least 24 credit hours in early childhood courses. All must take the following required core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5470 Observation, Documentation and</td>
<td>3</td>
</tr>
<tr>
<td>Analysis in Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>ECED 5510 Understanding and Supporting</td>
<td>3</td>
</tr>
<tr>
<td>Children’s Thinking</td>
<td></td>
</tr>
<tr>
<td>ECED 5670 Social Intelligence and Relationships: The Foundations for Learning</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5750 Negotiated Learning: The Reggio Approach to Early Education</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5820 Creating Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5860 Cross-Cultural Perspectives in</td>
<td>3</td>
</tr>
<tr>
<td>Early Childhood</td>
<td></td>
</tr>
<tr>
<td>ECED 5870 Valuing the Expressive Languages</td>
<td>3</td>
</tr>
<tr>
<td>in Education</td>
<td></td>
</tr>
<tr>
<td>ECED 5800 Applied Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 24 hours

In addition, nine additional elective hours may be taken from the following courses or other course options appropriate to your program of study:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 5830 Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COMM 5910 Investigations in Reading:</td>
<td>3</td>
</tr>
<tr>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td>ECED 5480 Math Methods for the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5740 Inquiry Learning in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5830 Topics in Early Learning</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5840 Issues in Parenting</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5830 The Young Child as Naturalist</td>
<td>3</td>
</tr>
<tr>
<td>ECED 5760 Fundamentals of the Reggio Approach Study Tour</td>
<td>3</td>
</tr>
</tbody>
</table>

Optional Emphasis Area
Students who wish to pursue a special emphasis area in Inclusive Education, in addition to their degree program, may pursue the following program. This is an option available to those who have a special interest in Inclusive Education.

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

This emphasis will enable practicing teachers to investigate issues and examine strategies that relate to the education of all students, regardless of ability, in their local school. In addition to the 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5080 Planning for the Inclusive Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5090 Curricular and Instructional Adaptation</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5250 Behavior Management for Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5260 Career Preparation for Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5270 Advocating for Persons with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5290 Collaboration and Cooperative Teaching</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5300 Communicating with Families and Disabled Persons</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5330 Legal Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5370 Educating Students with Physical and Health Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5480 Learning and Behavior Problems in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>
Early Childhood Education (MA)

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

Admission

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

Admission Requirements

- Cumulative GPA of 2.5
- Admissions Essay: Proficient Score of 2.5 or above
- Essay: What motivated you to become an early childhood educator? Based on the following mission statement, program description and candidate learning goals, how do you think your participation in Webster’s ECED MA program will help you to accomplish your personal and professional goals?

Advancement to Candidacy (ATC)

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

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Communication Arts, Reading and Early Childhood
Initial Licensure (Missouri)

Program Description

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

Students can develop a specialized focus on infants and toddlers, pre-primary 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.

Learning Outcomes

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

- Demonstrate competence as a teacher researcher through ability to observe, document, and analyze children’s ideas, learning processes, and actions.
- Apply an interdisciplinary, collaborative, and ecological systems-oriented approach to early education that encourages family and community participation.
- Create curriculum that is grounded in an understanding of subject matter, developmental theory, and ongoing research; that is responsive and respectful of diverse learners and their families; that considers the physical and social contexts of learning; and that promotes inquiry and multiple forms of expression.
- Demonstrate professionalism through communication and collaboration with colleagues, families, children, and community leaders; and through understanding and respect for self and others.

Requirements

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5010 Foundations of Early Childhood Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECED 5430 Language and Motor Development in Infant Toddler Programs</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECED 5460 Curriculum Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECED 5470 Observation, Documentation and Analysis in Early Childhood Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECED 5480 Math Methods for the Young Child</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECED 5880 Integrating Resources: Community Schools and Family</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 5440 Integrated Language Arts</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 5830 Emergent Literacy</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 5960 Differentiated Reading Instruction</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECED 5906 Apprentice Teaching Seminar</td>
<td>1 hour</td>
</tr>
<tr>
<td>ECED 5940 Apprentice Teaching: Pre-Primary</td>
<td>6 hours</td>
</tr>
<tr>
<td>ECED 5950 Apprentice Teaching: Primary</td>
<td>6 hours</td>
</tr>
<tr>
<td><strong>Total: 40 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

Additional Courses Required for Certification

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMAT 5670 Teaching in a Diverse Society</td>
<td>3 hours</td>
</tr>
<tr>
<td>(To be completed within the first 2 semesters; must be taken in residence at Webster)</td>
<td></td>
</tr>
<tr>
<td>COMM 5000 Children’s Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 5820 Foundations of Reading Instruction</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECED 5431 Practicum: Infant/Toddler</td>
<td>1 hour</td>
</tr>
<tr>
<td>ECED 5461 Practicum: Pre-Primary</td>
<td>1 hour</td>
</tr>
<tr>
<td>ECED 5462 Practicum: Primary</td>
<td>1 hour</td>
</tr>
<tr>
<td>EDUC 4020 Health, Nutrition and Safety</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5130 Educational Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5160 Advanced Child Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPSY 5170 Behavioral Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDTC 5010 Technology in the Classroom</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPED 5860 Psychology of the Exceptional Student</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Prior to apprentice teaching students must take and pass the PRAXIS Exam #20021 Education of Young Children.

Teacher Certification in Early Childhood Special Education

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5096 Apprentice Teaching Seminar</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECED 5940 Apprentice Teaching: PrePrimary</td>
<td>3 hours</td>
</tr>
<tr>
<td>ECED 5950 Apprentice Teaching: Primary</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Optional Emphasis Area

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

Emphasis in Inclusive Education

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

Early Childhood Education (MAT)

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

Admission

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

Admission Requirements

- Cumulative GPA of 2.5
- B- or greater in a College Level Math Course
- B- or greater in a College Level Composition Course

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Communication Arts, Reading and Early Childhood

Advancement to Candidacy (ATC)

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

Education and Innovation (MA)

Program Description
Webster University’s master of arts (MA) in education and innovation provides educators and other professionals with the knowledge, skills and “personal power tools” for citizenship and leadership in this global century. The program enables candidates to work in current and emerging learning environments which are increasing interconnected (locally and globally), interdisciplinary, and technology-embedded. The program emphasizes teacher performance and competence, not just at the local and national level but at the world-class level. As part of Webster University’s mission, the MA in education and innovation aims “to transform students for global citizenship and individual excellence.” Candidates in the MA in education and innovation have the option of completing the major on a Thesis track or a Non-Thesis track. The emphasis in Education for Global Sustainability is optional in each track, or with a program of study with a program strand/specialization area such as those listed below. For Thesis-Track candidates, the Masters Thesis topic is required to relate to the candidate’s program specialization area coursework.

Program Strands and Specializations
Candidates in the non-emphasis MA in education and innovation program select courses for their programs of studies that include a specialization or program theme. (Note: This “specialization” is not transcripted.) For example, students may complete program strands in the areas such as Teacher Leadership (including professional learning communities; instructional leadership); Adult Learning (professional development programming); Assessment and Evaluation (including evidence-based decision making; school systems analysis); Internationalism (including comparative education; global studies); Creativity Studies (including constructivist learning systems; interdisciplinary learning systems); Instructional Systems (social networking learning systems; new media/virtual learning systems); 3; Interdisciplinary Learning; and Educational Equity and Justice (including educational change management; educational reform).

Learning Outcomes
The master of arts (MA) in education and innovation embraces Webster University’s mission to “transform students for global citizenship and individual excellence” through the School of Education goals and dispositions: Candidates completing the MA in education and innovation will be able to:

1. Facilitate and inspire student learning and creativity: They will be able to use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. Design and develop student-centered learning experiences and assessments: They will be able to design, develop, and evaluate authentic (“real-world”), student centered learning experiences and evidence-based assessments incorporating contemporary tools and resources to maximize content learning and to develop students’ knowledge, skills, and attitudes.
3. Model the effective use of technology resources, tools and processes for working and learning: They will be able to exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
4. Promote and model global/digital-age citizenship and responsibility: Educators understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
5. Build and participate in professional learning communities; and demonstrate leadership in them: They will be able to continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.

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

1. Admission into the program: (a) A minimum 2.5 GPA from accredited college or university; and (b) satisfactory completion of an admissions essay describing the candidates’ professional goals.
2. Requisite Competencies are assessed in the following courses:
   A. EDUC 5001 Foundations of Global Citizenship (NETS-T 2008: 4a,b,c,d; 5a,b)
   B. EPSY 5461 Curriculum and Creativity (NETS-T 2008: 1a, b, c, 2a, b, c; NCATE 3c Impact on PK-12 learners)
   C. EDTC 5631 Literacies and Technology (NETS-T 2008: 3a, b, c, d)
3. Advancement to candidacy: Students are advanced to candidacy status after: (a) successfully completing 12 credit hours of required or core courses in the program, with grades of B– or better; and (b) approval of declaration of Non-Thesis (with proposed specialization or emphasis area), or Thesis Track (with proposed Thesis topic). A student who receives one NC or two C’s before advancement is dismissed. Students may not enroll for courses beyond 21 hours until both 3(a) and 3(b) above have been successfully completed.
4. An overall program competencies review is included in the capstone course (EDUC 6000 Integrated Studies in Education); and the Thesis course (EDUC 6250 Thesis). (NETS-T2008: 1d, 3d, 4a,b,c,d, 5c,d; NCATE 3c Impact on PK-12 learners)
Requirements (non-emphasis)

Required Courses (9 hours)

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

Specialization Area and Elective Courses (21-24 hours)

- EPSY 5800 Applied Research (Required for Thesis Track Only) 3 hours

Additional Electives

Elective courses include additional hours of advisor-approved graduate School of Education courses pertinent to the student's emphasis area or Master's Thesis topic area.

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

Capstone or Thesis (3 hours)

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

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

Emphasis in Education for Global Sustainability

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

Required Courses (9 hours)

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

Emphasis Area Courses (15-21 hours)

- EDUC 5000 Foundations: Education for Global Sustainability (required) 3 hours
- Emphasis area electives 12 hours

Emphasis area electives must include at least one course in each of the following topics of sustainability:
1) economics, 2) environmental issues, and 3) human rights, global issues, or social responsibility.

Available for the emphasis electives:

- EDUC 5111 Applications of International Experiences (Social Equity) 3 hours
- EDUC 5490 Seminars in Education (Social Equity) 3 hours
- EFGS 5250 Child as Naturalist (Environmental) 3 hours
- EFGS 5260 Topics—Sustainability (All three legs of Sustainability, TBD; May be repeated for credit when topic varies) 1-3 hours
- EFGS 5270 Exploring Regions (Environmental, Social Equity) 2-3 hours
- SCIC 5080 Energy Conservation (Economics, Environmental) 3 hours
- SCIC 5270 Field and Forest Ecology (Environmental) 3 hours
- SCIC 5260 Fresh Water Ecology for School Personnel (Environmental) 3 hours
- SCIC 5280 Selected Topics in Biological Science (Environmental) 3 hours
- SCIC 5240 Animal Form and Function for School Personnel (Environmental) 3 hours
- SOCS 5040 Modern Asian Civilization: Global Issues in China (Social Equity) 3 hours
- SOCS 5740 Economics: Choices and Challenges 3 hours

Capstone or Thesis (3-6 hours)

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

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

Admission

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

Admission Requirements

Essay: Describe your professional goals.

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Multidisciplinary Studies
Program Description
The University certificate in education for global sustainability aims to provide professionals with the knowledge, skills, and tools for transforming schools, organizations and communities toward global sustainability. To attain the certificate, students must follow the guidelines for the emphasis and add an additional 6 credit hours (total of 18 hours). Prior approval of the chosen coursework is required by a departmental advisor.

To receive this certificate, a student must have a recognized baccalaureate degree and meet all of the admission and acceptance criteria as outlined in the graduate program Academic Policies and Procedures. All certificate courses must be completed at Webster University.

Requirements
EFGS 5000 Foundations: Education for Global Sustainability 3 hours
EFGS 5900 Reflections and Next Steps 0 hours
Elective courses 15 hours

The following courses are available as electives:
EDUC 5111 Applications of International Experiences (Social Equity) 3 hours
EDUC 5490 Seminars in Education (Social Equity) 3 hours
EFGS 5250 Child as Naturalist (Environmental) 3 hours
EFGS 5260 Topics—Sustainability 1-3 hours
EFGS 5270 Exploring Regions (Environmental, Social Equity) 2-3 hours
SCIC 5080 Energy Conservation (Economics, Environmental) 3 hours
SCIC 5270 Field and Forest Ecology (Environmental) 3 hours
SCIC 5260 Fresh Water Ecology for School Personnel (Environmental) 3 hours
SCIC 5280 Selected Topics in Biological Science (Environmental) 3 hours
SCIC 5240 Animal Form and Function for School Personnel (Environmental) 3 hours
SOCS 5040 Modern Asian Civilization: Global Issues in China (Social Equity) 3 hours
SOCS 5740 Economics: Choices and Challenges 3 hours

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Vision
To develop exemplary leaders for tomorrow’s world.

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

Goals
The educational leader/candidate/graduate will demonstrate and model scholarship and lifelong learning skills. The educational leader/candidate/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment.

The educational leader/candidate/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities.

The educational leader/candidate/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues and families.

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

Candidates who complete the program are prepared to be educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner
5.1 Acts with Integrity
5.2 Acts Fairly
5.3 Acts Ethically

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

Students wishing to combine the EdS program with the certification program must work with their advisor and EdS faculty to meet certification requirements and document performance. Students in the educational leadership major can work toward elementary, middle, or high school principal certification as well as special education director. After successful completion of state-required assessment activities, students can apply for administrative certification.

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

**Face-to-face program:**
- LEAD 6000 Introduction to Educational Leadership* 2 hours
- LEAD 6001 Foundations in Educational Leadership** 5 hours
- LEAD 6002 School Administration and Resource Management** 5 hours
- LEAD 6003 Instructional Leadership** 5 hours
- LEAD 6004 Leadership and Collaboration** 5 hours
- LEAD 6006 Advanced Internship (optional) 1-3 hours
- LEAD 6007 Topics in Educational Leadership* 1-3 hours
- LEAD 6008 Foundations in Special Education Administration* 3 hours
- LEAD 6099 Leadership Seminar 2 hours
- LEAD 6123 Action Research Internship Step One 2 hours
- LEAD 6133 Action Research Internship Step Two 2 hours
- LEAD 6134 Optional Topics for Internship I: Dispositions 2 hour
- LEAD 6135 Optional topics for Internship II: Diversity 2 hour

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

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

**Online program:**
- LEAD 6119 Educational Foundations of Administration 3 hours
- LEAD 6120 Research I 2 hours
- LEAD 6121 Portfolio Based Analysis 2 hours
- LEAD 6122 Special Education Law 3 hours
- LEAD 6123 Action Research Internship Step One 2 hours
- LEAD 6124 Schools and Leadership Law 2 hours
- LEAD 6125 Building Level Administration 3 hours
- LEAD 6126 School Building Finance 2 hours
- LEAD 6127 Personnel 2 hours
- LEAD 6128 Facilities & Building Level Management 1 hour
- LEAD 6129 Curriculum 2 hours
- LEAD 6130 Supervision 2 hours
- LEAD 6131 School and Community Relations 2 hours
- Lead 6132 Seminar in Principalship: Issues and Politics 2 hours
- LEAD 6133 Action Research Internship Step Two 2 hours
- LEAD 6134 Optional topics for Internship I: Dispositions 2 hours
- LEAD 6135 Optional topics for Internship II: Diversity 2 hours
- LEAD 6136 Special Education Internship 2 hours

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

General Requirements
The EdS requires satisfactory completion of 38 credit hours of curriculum. Students seeking administrative certifications must also hold valid teacher certification for the appropriate grade level or specialty area. Students seeking an out-of-state certificate must contact their State's department of elementary and secondary education for information on requirements for administrative certificates.

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

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

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

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

Admission Requirements
• Completion of a master's degree in education or a related field, such as social work, business, or communications.
• Superior academic ability at the graduate level with at least a 3.0 GPA.
• Official transcripts of previous undergraduate and graduate coursework; these must be sent directly to the Program coordinator of the EdS Program in the School of Education.
• A current resume.
• At least three letters of recommendation from faculty and/or associates.
• An entry interview.

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

Essay Requirements
Technology Leadership Essay Topic – Why am I interested in the Technology Leadership EdS degree?
Webster’s MAT in elementary education degree program provides a strong foundation in content knowledge, child development, and relevant research supporting best practices. This degree emphasizes the principles and practices of inquiry based learning, differentiated instruction, and culturally responsive teaching.

This graduate degree program is designed to lead to initial Missouri Teacher Certification in Elementary Education.

**Learning Outcomes**
The goals of the MAT in elementary education are to cultivate graduates who are:

1. **Knowledgeable Learners**
   - Candidates in the elementary MAT will:
     a. understand, demonstrate, and apply knowledge of many disciplines
     b. learn how to engage students through an integrated and innovative curriculum
     c. that builds learners confidence.

2. **Reflective Collaborators**
   - Candidates in the elementary MAT will:
     a. demonstrate their ability to facilitate student learning and to reflect on educational outcomes.
     b. demonstrate their ability to collaborate with colleagues, students, and families.

3. **Informed Instructors**
   - Candidates in the elementary MAT will:
     a. use educational theory, best practices, and research to design curriculum, and conduct assessment.
     b. learn pedagogical strategies to motivate students to learn.
     c. teach students academic, social and technological skills for living in a changing world.

4. **Responsive Educators**
   - Candidates in the elementary MAT will:
     a. recognize and appreciate the needs of diverse learners based on child development theory and research.
     b. create a positive learning experience that responds to the needs of all learners.
     c. celebrate the talents and cultures of all students.

**Requirements for Missouri Initial Teacher Certification in Elementary Grades 1-6**
Candidates must contact the Teacher Certification Officer in the School of Education for a transcript evaluation and information regarding teacher certification. Successful completion of a teacher work sample (TWS) is required prior to a recommendation for initial teacher certification from the university to the Missouri Department of Elementary and Secondary Education (DESE).

**Program Curriculum**
To achieve Missouri state certification in Elementary, Grades 1-6 candidates are required to take more than 33 credit hours and should consult with the Teacher Certification Officer in the School of Education to complete a transcript evaluation. This is necessary to identify the exact number of credit hours that an MAT candidate will require to complete certification with the degree.

Students must pass the Praxis Exam before Apprentice Teaching.

Note: students are advised that the full initial certification in Elementary (grades 1-6) may require more than the listed hours required for the MAT degree program, alone.

**Degree Requirements**
The following courses are required for the MAT degree in elementary education.

The following courses must be taken while in-residence at Webster University.

**Foundations**
- CMAT 5000 Teaching in a Diverse Society
- CMAT 5010 Curriculum Theory, Development and Assessment
- CMAT 5015 Differentiated Instruction and Assessment. (It is recommended that candidates have a prior course in the Psychology of the Exceptional Student before taking this course).
- EPSY 5170 Behavior Management

**Communication Arts Courses**
- COMM 5960 Differentiated Reading Instruction (Prerequisite: COM 5820 and COMM 5840)
- COMM 5640 Communication through Art Forms
- COMM 5440 Integrated Language Arts

**Clinical Experiences**
- CMAT 5090 Practicum: Elementary
- CMAT 5091 Apprentice Teaching: Elementary School
- CMAT 5096 Apprentice Teaching Seminar

In each of the three curricular areas below, one course must be taken in residence and will count toward the degree.

**Developmental Psychology**
- SPED 5860 Psychology of the Exceptional Student
- EPSY 5160 Advanced Child Development
- EPSY 5130 Educational Psychology
Reading Methods
COMM 5820 Foundations in Reading
COMM 5840 Reading & Writing as Cognitive Processes

Content Methods Courses
SCIC 5010 Contemporary Science Methods or (EDUC 4580)
EDUC 4575 Methods of Teaching Elementary Social Studies
COMM 5000 Fiction, Nonfiction and Poetry for children

All of the above courses are required to complete the requirements for initial Missouri teacher certification in the Elementary Education program.

The following additional courses are required to complete the certification program.
Art or Music History or Appreciation
Economics – Any course in economics
EDTC 5010 Classroom Technology
Geography – Cultural or regional (not physical)
MTHT 4310 Elementary School Mathematics Methods
Second College Level Math appropriate for Elementary Teachers

The State of Missouri Department of Elementary and Secondary Education (DESE) requires 21 hours in an area of concentration for elementary candidates.

Application and Eligibility to CMAT 5090, Elementary School Practicum
Registration in CMAT 5090 Elementary School Practicum must be approved by the student’s advisor by designated date one semester prior to when practicum is taken. Please see postings outside the School of Education Office or website, for specific deadlines. No late applications will be accepted. B or better is required for the practicum. [http://www.webster.edu/education/students/resources.shtml].

Application to CMAT 5091, Apprentice Teaching: Elementary School
Successful completion of CMAT 5091 Apprentice Teaching: Elementary School is required to meet the graduation requirements of the MAT in elementary education.

Application and registration in CMAT 5091 must be approved in writing by the student’s advisor early in the semester prior to practicum taking place. Please see postings outside the School of Education Office or on the website for specific deadlines. Students who are full-time paraprofessionals or teachers in an approved educational setting may be eligible to earn credit for Apprentice Teaching through an assessment process. [http://www.webster.edu/education/students/resources.shtml].

Eligibility requirements for acceptance to CMAT 5091, Apprentice Teaching
1. Students must have successfully completed all required courses for initial teacher certification in elementary education.
2. Students must have successfully completed CMAT 5090 Elementary Practicum with a B or better
3. Students must have passed Praxis II, #011 Elementary Education: Curriculum, Instruction and Assessment with a score equal to or greater than the Missouri qualifying score prior to registration in CMAT 5091, Apprentice Teaching: Elementary School. Students are limited to no more than two opportunities pass the Praxis.

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

Admission Requirements for the university
• Receipt of official transcripts from the baccalaureate granting institution.
• Undergraduate CUM GPA of 2.50

Send all required documents to the following address:
Webster University
Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Degree Admission
Full acceptance into the MAT degree program requires
• An official transcript from an accredited baccalaureate degree granting institution.
• A cumulative grade point average (GPA) of 2.50 or higher representing all higher education coursework completed.
• B- or better in College Level Mathematics
• B- or better in College Level Composition

Advancement to Candidacy
Advancement to Candidacy (ATC) represents a significant milestone in a candidate’s academic career. Candidates may continue enrolling in the program and demonstrating their knowledge, skills, and dispositions and mastery of program standards.

Advancement to Candidacy occurs upon completion of:
1. Complete 12 hours of graduate credit with grades of B or better (including CMAT 5000).
2. Acceptance into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information).
3. Candidates must remain in good academic standing.
4. Candidates must maintain a CUM G.P.A. of 3.0 with no incomplete grades.

Candidates will be restricted from registering in further coursework, until advanced to candidacy. Candidates must complete the ATC form and submit it to the appropriate Department Associate.
Environmental Management (MS)

Program Description
The online master of science (MS) in environmental management program is designed to provide students with the tools and techniques to navigate the business aspects of environmental management. Our students learn to assess and convey the business, ethical, and legal information to those who make or are affected by the decisions that shape our natural resources and environment.

The prerequisite for the program is a bachelor's degree.

Learning Outcomes
Upon completion of the program, students should:
• Understand the important terminology, facts, concepts, principles and theories used in the environmental management field.
• Be able to manage environmental related risk.
• Be able to conduct an environmental audit.
• Be able to hire technically skilled employees and consultants.
• Be able to research environmental regulations.
• Be able to make sound management decisions based on environmental and scientific data.
• Be able to conduct environmental research.

Program Curriculum
The 36 credit hours required for the MS 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.

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Program Description
The master of science (MS) in finance is designed to provide a quantitative and comprehensive examination of the finance field. Students will advance through corporate finance, investments, and market instruments and institutions. Additionally, students will experience significant exposure to supporting coursework in the closely related fields of accounting and economics. A capstone experience will tie together the major finance topics and expose students to literature, and the analysis thereof, pertinent to the field.

After a comprehensive examination of the field, students may choose their electives to satisfy their specific career goals. Students desiring to take advanced certification, such as the CFA (Chartered Financial Analyst) or CFP (Certified Financial Planner), will want to take advanced courses in Derivatives, Financial Statement Analysis, Investments and Portfolio Management, while students interested in pursuing careers in other fields may want to take Entrepreneurial Finance, or similar advanced topics offered by the George Herbert Walker School of Business & Technology.

Business and management programs are ACBSP accredited.

Learning Outcomes
1. Students can determine the value of financial assets.
2. Students can analyze the financial decisions of a corporation.
3. Students can measure risk and formulate strategies to reduce it.

Program Curriculum
The MS 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 MS in finance:
Busn 6070 Management Accounting
Busn 6120 Managerial Economics
FinC 5000 Finance
FinC 5210 Investments
FinC 5810 Capital Budgeting and Corporate Investments
FinC 5830 Institutions and Financial Markets
FinC 5840 International Finance
FinC 5880 Advanced Corporate Finance
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 MS in finance for those students who have not completed prerequisite courses (or an appropriate equivalent) within five years of entering the program and having earned a grade of B or better. If the appropriate prerequisite course content was completed longer than five years prior to entering the program, the department will allow a waiver if the student demonstrates their command of the content area by successfully completing a waiver examination.

The prerequisite courses Busn 5600 and Busn 5620 may not count as electives in the 36-credit-hour MS in finance.

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Program Description
The master of science (MS) in forensic accounting degree program is designed to provide students with the skills necessary to be successful in the growing and exciting field of forensic accounting. The curriculum for this degree includes courses in criminal and civil investigation, legal procedure, management of evidence, cyber forensics, substantive law, valuation, economic damages and internal auditing. An important element of the courses is the integration, in the course activities, of a variety of cases and role playing exercises. Another important element is the faculty with their extensive backgrounds in forensic accounting, both from an academic and practical standpoint, who will both challenge and educate the students. Successful graduates of the program will have the ability to conduct successful investigations and be able to effectively communicate in writing and orally both in and out of the courtroom with respect to a variety of criminal and civil financial matters. Graduates of this program will be well prepared for a career in this interesting mix of accounting, investigation, valuation and law known as forensic accounting.

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

Please note that admission to this program would be restricted based on the applicant’s GPA and GMAT scores. In reviewing the applicant’s GPA, there would be a focus on the GPA of the accounting courses taken by the applicant. With respect to the GMAT, there would be a focus on the written communication aspects of the exam.

Program Curriculum
The Master of Science in Forensic Accounting requires the successful completion of 36 credit hours including 30 required credit hours and 6 credit hours of electives. The following courses are required for the Master of Science in Forensic Accounting:

- ACCT 5000 Introduction to Forensic Accounting
- ACCT 5010 Legal Procedure, Substantive Law and Professional Ethics in Forensic Accounting
- ACCT 5100 Investigation of Financial Fraud
- ACCT 5150 Introduction to Cyber Forensics
- ACCT 5200 Business Valuation
- ACCT 5250 Special Topics in Litigation Accounting
- ACCT 5300 Management and Communication of Evidence and Evidence Related Information
- ACCT 5400 Internal Auditing
- ACCT 5500 Case Studies in Forensic Accounting
- ACCT 5900 Forensic Accounting Capstone

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

Admission Requirements
- Official transcripts from all of your all previously attended colleges and universities (including community colleges and summer courses)
- The applicant must have completed the BS in business administration degree or approved equivalent from an accredited institution.
- A professional resume
- To letters of recommendation from an academic or professional colleague
- International applicants must submit official TOEFL, IELTS or Pearson score reports
- Official GMAT Scores
  You can register to take the GMAT by going to www.mba.com. Webster’s GMAT program code is: 4Z7-PN-02

Please note that admission to this program would be restricted based on the applicant’s GPA and GMAT scores. In reviewing the applicant’s GPA, there would be a focus on the GPA of the accounting courses taken by the applicant. With respect to the GMAT, there would be a focus on the written communication aspects of the exam.

Notification of Admission:
Once your application file is complete, the Admission Committee will determine if you are qualified for an interview. Qualified candidates will be contacted for an interview by the admissions office.

Webster University reserves the right to modify the requirements for admission and/or graduation, the program curricula, program dates and locations, tuition, fees, and other regulations affecting the student body.

Application Deadlines
- Priority Application deadline: November 15
- Early Application deadline: December 15
- Regular Application deadline: March 1
- Rolling Admission—Applications reviewed as submitted

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141
Gerontology (MA)

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

As the population of the United States and other parts of the world ages, the need for individuals in all aspects of society and business with knowledge of aging will only increase. Those who prepare for this change in demographics by developing an expertise relative to gerontological issues and concerns will be quite marketable as professionals. The gerontology curriculum is designed to provide students with the requisite core knowledge regarding aging individuals and the impact of this “age wave” on social, economic, and political structures. A degree in gerontology prepares you to understand and provide vital services for the older adult population, including: policy development; case management; community-based services; product design and advertising; administration; health services; human resources; and direct services such as counseling, medical, and financial planning.

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

Learning Outcomes
Upon completion of the program, students should:
• Be able to demonstrate their knowledge of concepts related to healthy aging in terms of physical, psychological, economic and social science domains.
• Be able to demonstrate an integration and synthesis of theoretical approaches to healthy aging in the physical, psychological, economic and social science domains.
• Be able to apply scientific research to specific, real world issues.

Program Curriculum
The 36 credit hours required for the Master of Arts (MA) or the 51 credit hours required for the master of business administration (MBA) with an emphasis in gerontology must include the following courses:
GERN 5000 Gerontology (Requisite Course)
GERN 5600 Economic Issues for Older Adults
GERN 5620 Physiology of Aging
GERN 5630 Psychology 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

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

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

Gerontology (Certificate)

Program Description
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 MA degree program. Students enrolled in the MA 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:

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

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.

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

Program Description

The advanced graduate certificate (AGC) in gifted education and talent development provides training on how to identify, understand, nurture, and develop the talents of young people. As suggested by the American Psychological Association Center for Gifted Education Policy, the Webster University program uses a broad definition of gifted and seeks to “enhance the achievement and performance of children and adolescents with special gifts and talents in all domains.” As suggested by the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC), educators of gifted need to understand “issues in conceptions, definitions, and identification of individuals with gifts and talents, including those of individuals from diverse backgrounds… [and they need to] promote and advocate for the learning and well-being of individuals with gifts and talents.”

This advanced graduate certificate is for educators who already have a master's degree and some experience with assessment and/or gifted education. This eighteen credit hour advanced certificate is for those who wish to make an even greater contribution at their workplace. Graduate students are encouraged to assume advocacy roles, to participate in professional organizations concerned with gifted education, and to contribute to professional conferences and publications.

See also:

• Applied Educational Psychology (MA)
• Assessment of Learning and Cognitive Development (AGC)
• Immigration and Refugee Education (AGC)

Requirements

1. Any Webster University graduate courses taken that are not applied toward a graduate or undergraduate degree, may be counted toward the completion of an Advanced Graduate Certificate (AGC) program provided that the courses are appropriate and relevant to that specific Advanced Graduate Certificate.

2. All AGC coursework must have a grade of B- or better.

3. Any graduate coursework completed may not be counted to two different certificate programs.

4. Courses may not be transferred from another university into any Webster University Advanced Graduate Certificate (AGC) program.

Choose at least one course (3 hours) from each of the following three clusters:

Cluster One: Identification and assessment of gifted and talented students

- EPSY 5970 The Gifted Learner (3 hours)
- EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (3 hours)
- EPSY 5990 Identifying Giftedness in Underserved Populations (3 hours)
- SPED 5360 Psychoeducational Assessment II (3 hours)

Prerequisites: SPED 5240 Psychoeducational Assessment I and EPSY 5990 Identifying Giftedness in Underserved Populations or EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity.

Admission to the AGC program in Gifted Education and Talent Development.

Cluster Two: Social, emotional, and motivational development of gifted and talented students

- EPSY 5920 Meeting the Affective Needs of Gifted Children (3 hours)
- EPSY 5980 Motivation in the 21st century classroom (3 hours)
- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5100 Theories of Creativity: Implications for Education (3 hours)

Cluster Three: Curriculum, instruction, and professional leadership

- EPSY 5910 Curriculum and Instruction for the Gifted (3 hours)
- EPSY 5880 Psychology of Memory, Learning, and Problem-solving (3 hours)
- EPSY 5750 Special Institute: Gifted Education and Response to Intervention (RtI) (3 hours)
- EPSY 5940 Systems Leadership: Gifted Program Planning and Evaluation (3 hours)

Required course: EPSY 6000 Advanced Graduate Certificate Project: Gifted and Talented Students (3 hours)

To complete the 18-hour Advanced Graduate Certificate, choose two electives from EPSY and/or SPED (6 hours).

Admission

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

Admission Requirements

• Master's degree in educational psychology or related area
• Satisfactory completion of admissions essay
• Overall GPA of 3.0
Global MA in International Relations

Program Description
The global master of arts (MA) in international relations enables students to analyze the complexities and processes involved in world politics and international affairs. Students achieve this objective not only through coursework providing exposure to the key subfields of the discipline and relevant issues such as globalization, human rights, humanitarian action, and economic development, but also through professional seminars and through academic work in five of Webster’s overseas sites. 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 PhD or an academic career at another institution.

Learning Outcomes
Upon completion of the program, students should:
- Have a working knowledge of several subfields of the discipline.
- Have strong research skills.
- Be able to critically analyze international events and issues.
- Be able to apply theories of international relations to the practice of international affairs.
- Demonstrate effective written and oral communication skills.
- Have the necessary education and develop skills relevant to employment in the field.

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

- INTL 5000 Introduction to International Relations
- INTL 5100 Research Methods and Perspectives
- INTL 6000 International Relations: Theory and Practice

Two courses from the Comparative Politics Cluster (six credit hours)

Four courses from the International Politics Cluster (twelve credit hours) Two courses of INTL 5500 Professional Seminar (six credit hours)

One elective course (three credit hours)

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

Comparative Politics Cluster (2 courses)
- INTL 5050 Comparative Politics
- INTL 5570 Comparative Foreign Policy
- INTL 5580 Politics of Development
- INTL 5600 Area Studies
- INTL 5605 Topics in Comparative Politics
- INTL 5625 Middle East Area Studies
- INTL 5635 Western European Area Studies
- INTL 5645 Asian Area Studies
- INTL 5655 African Area Studies
- INTL 5665 South and Central Asian Area Studies
- INTL 5675 Central and Eastern European Area Studies
- INTL 5685 Latin American Area Studies

International Politics Cluster (4 courses)
- INTL 5400 International Political Economy
- INTL 5510 Theories of International Relations
- INTL 5530 International Law
- INTL 5540 International Organizations
- INTL 5550 War and Diplomacy
- INTL 5560 U.S. Foreign Policy
- INTL 5700 Humanitarian Issues in International Politics
- INTL 5800 Globalization
- INTL 5860 Issues in International Politics
- INTL 5870 International Law and Politics of Outer Space
- INTL 5890 Terrorism in World Politics

International Relations Elective Courses (1 course)
Any additional course from the two clusters above.

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

Admission Requirements
Application deadline date: March 1, or until the class is filled (for enrollment in August of the same year)

Requirements for United States citizens and US permanent residents:
- Apply online at http://admissions.webster.edu/admissions/graduate/application/app_login.asp, and select an international campus, then choose “Global International Relations.” Submit required application fee.
- Official degree-conferring transcript. Students who expect to earn their bachelor’s degree by July must submit an official transcript showing current academic progress. A final degree-conferring transcript must be submitted for full admission.
- Students should have a minimum GPA of a 3.0 out of a 4.0 grading scale from their bachelor’s degree. Students with below this GPA may be considered for admission if they show successful academic achievement in their junior and senior years. This is completed on a case-by-case basis.
- Resume showing educational, work and volunteer experience.
- Essay of 500-700 words, on the topic: “What does it mean to be a global citizen?”
- Two letters of recommendation which speak to the applicant’s motivation, character, and ability to be successful in this intense program. One letter should come from a former or current professor/instructor.
- A phone interview may be required.

Program Description
The global master of arts (MA) in international relations enables students to analyze the complexities and processes involved in world politics and international affairs. Students achieve this objective not only through coursework providing exposure to the key subfields of the discipline and relevant issues such as globalization, human rights, humanitarian action, and economic development, but also through professional seminars and through academic work in five of Webster’s overseas sites. 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 PhD or an academic career at another institution.

Learning Outcomes
Upon completion of the program, students should:
- Have a working knowledge of several subfields of the discipline.
- Have strong research skills.
- Be able to critically analyze international events and issues.
- Be able to apply theories of international relations to the practice of international affairs.
- Demonstrate effective written and oral communication skills.
- Have the necessary education and develop skills relevant to employment in the field.

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

- INTL 5000 Introduction to International Relations
- INTL 5100 Research Methods and Perspectives
- INTL 6000 International Relations: Theory and Practice

Two courses from the Comparative Politics Cluster (six credit hours)

Four courses from the International Politics Cluster (twelve credit hours) Two courses of INTL 5500 Professional Seminar (six credit hours)

One elective course (three credit hours)

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

Comparative Politics Cluster (2 courses)
- INTL 5050 Comparative Politics
- INTL 5570 Comparative Foreign Policy
- INTL 5580 Politics of Development
- INTL 5600 Area Studies
- INTL 5605 Topics in Comparative Politics
- INTL 5625 Middle East Area Studies
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- INTL 5645 Asian Area Studies
- INTL 5655 African Area Studies
- INTL 5665 South and Central Asian Area Studies
- INTL 5675 Central and Eastern European Area Studies
- INTL 5685 Latin American Area Studies

International Politics Cluster (4 courses)
- INTL 5400 International Political Economy
- INTL 5510 Theories of International Relations
- INTL 5530 International Law
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- INTL 5800 Globalization
- INTL 5860 Issues in International Politics
- INTL 5870 International Law and Politics of Outer Space
- INTL 5890 Terrorism in World Politics

International Relations Elective Courses (1 course)
Any additional course from the two clusters above.

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

Admission Requirements
Application deadline date: March 1, or until the class is filled (for enrollment in August of the same year)

Requirements for United States citizens and US permanent residents:
- Apply online at http://admissions.webster.edu/admissions/graduate/application/app_login.asp, and select an international campus, then choose “Global International Relations.” Submit required application fee.
- Official degree-conferring transcript. Students who expect to earn their bachelor’s degree by July must submit an official transcript showing current academic progress. A final degree-conferring transcript must be submitted for full admission.
- Students should have a minimum GPA of a 3.0 out of a 4.0 grading scale from their bachelor’s degree. Students with below this GPA may be considered for admission if they show successful academic achievement in their junior and senior years. This is completed on a case-by-case basis.
- Resume showing educational, work and volunteer experience.
- Essay of 500-700 words, on the topic: “What does it mean to be a global citizen?”
- Two letters of recommendation which speak to the applicant’s motivation, character, and ability to be successful in this intense program. One letter should come from a former or current professor/instructor.
- A phone interview may be required.
Global MA in International Relations

Non-US applicants must submit all the above and include:

TOEFL, IELTS or Pearson score-official only

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Acceptance
Accepted students will be notified by letter, telephone or email within 2 weeks after all admission requirements noted above have been received and evaluated. A deposit is required for enrollment in this program.

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141
Global Master of Business Administration (MBA)

Program Description

The Webster University Global MBA Program provides full-time graduate students the opportunity to live, learn and study for one term each at five of Webster University's campuses in Europe and Asia. A structured, accelerated format allows students to complete the MBA in less than a year. Space is limited for this program, and special admissions requirements apply. This program is cohort-based, and admitted students begin in Fall 1 term only. Academic policies specifically related to this program are posted in the Global MBA Handbook. For more information, visit the website at www.webster.edu/globalmba.

The Global MBA program is a rigorous academic series that delivers a combination of knowledge and skills that help prepare students for a career in a global business environment. Consisting of 36 credit hours of intense academic immersion, the academic experience is directed by faculty who are global experts in their fields. Classes are conducted in English and include local MBA students at each Webster University campus. With an emphasis on the practical application of business concepts, students learn how to apply real solutions to real problems in real time and demonstrate a strong sense of business fundamentals in a global context.

Through the integration of coursework and the real-life experiences professors and students bring to a cohort-structured program, the Global MBA program helps students acquire the tools, knowledge and experiences that give them the competitive edge in today's global marketplace.

The degree requires satisfactory completion of 27 credit hours of the MBA curriculum and 9 credit hours of graduate electives selected for Global MBA students for a total of 36 credit hours.

Business and management programs are ACBSP accredited.

Learning Outcomes

Webster University MBAs possess foundation knowledge in each of the primary functional areas of business.

Webster University MBAs can solve semi-structured business problems.

• The MBA can utilize statistical analysis to assess product demand conditions.
• The MBA can utilize financial analysis to assess an organization’s financial condition.
• The MBA can utilize competitive analysis to assess market position.

The MBA can address unstructured business problems that span multiple functional areas.

Diplomas Awarded

Once a student successfully completes the program, they will receive a Master of Business Administration from Webster University and a certificate recognizing completion of the Global MBA Program.

General Requirements

The Global MBA degree-seeking student should consult the General Admission and Global MBA Admissions requirements under Academic Policies and Procedures for policies regarding application, admission, registration, and the academic policies of Webster University.

Prerequisites:

BUSB 5000 Business
BUSB 5600 Accounting Theory and Practice
BUSB 5620 Current Economic Analysis

NOTE: Program prerequisites are to be completed before beginning coursework for the MBA for those students who have not completed prerequisite courses (or an appropriate equivalent) within five years of entering the program and having earned a grade of B or better.

If the appropriate prerequisite course content was completed more than five years prior to entering the program, the department will allow a waiver if the student demonstrates command of the content area by successfully completing a waiver examination. Prerequisite courses may not count as electives in the 36-credit-hour MBA.

The required courses in the Global MBA program are:

MRKT 5000 Marketing
MNGT 5590 Organizational Behavior
BUSB 5760 Applied Business Statistics
FINC 5000 Finance
(Prerequisites: BUSB 5600 and BUSB 5760)
FINC 5880 Advanced Corporate Finance
(Prerequisite: FINC 5000)
BUSB 6070 Management Accounting
(Prerequisites: BUSB 5600 and BUSB 5760)
BUSB 6110 Operations and Project Management
(Prerequisite: BUSB 5760)
BUSB 6120 Managerial Economics
(Prerequisites: BUSB 5620 and BUSB 5760)
BUSB 6200 Strategy and Competition
(Prerequisites: all of the above)

Additional 9 elective credit hours selected for Global MBA students

Admission

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

Admission Requirements

Application deadline dates:
Priority Application deadline November 1
Early Application deadline December 15
Regular Application deadline March 1
Rolling Admission: Applications reviewed as submitted
Requirements for United States citizens and US permanent residents:
• Official transcripts from all of your all previously attended colleges and universities (including community colleges and summer courses)
• A personal statement (500-1000 words)
• Please include personal and professional goals, your reasons for pursuing the Global MBA Program, and any additional insights into your character or academic/employment history that will be helpful to the admissions committee.
• Two letters of recommendation from an academic or professional colleague
• A Professional Resume
• Official GMAT Scores
  • You can register to take the GMAT by going to www.mba.com
  • Our GMAT program code is: 4Z7-PN-02

International Applicants
(applicants who are not U.S. citizens or permanent residents)
Please complete all of the above and submit the following:

TOEFL, IELTS or Pearson score-official only

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<tr>
<td>575</td>
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</tbody>
</table>

Interviews:
Once your application file is complete, the Admission Committee will determine if you are qualified for an interview. Qualified candidates will be contacted for an interview by the admissions office.

Webster University reserves the right to modify the requirements for admission and/or graduation, the program curricula, program dates and locations, tuition, fees, and other regulations affecting the student body.

NOTE: Admitted students will be required to submit a deposit to secure their position in the class.
Government Contracting (Certificate)

Program Description
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.

Requirements
The curriculum requires 18 credit hours of specialized courses in contracting, acquisitions management, pricing, negotiations, and procurement law. These government contracting certificate courses are equivalent to certain Defense Acquisition University (DAU) courses and can be used to meet the educational certification requirements of the Defense Acquisition Workforce Improvement Act (DAWIA). Specifically, the 18 credit hours required for the graduate certificate in government contracting must include the following courses:

- PROC 5000 Procurement and Acquisitions Management
- PROC 5830 Pricing
- PROC 5840 Negotiations
- PROC 5860 Government Contracting
- PROC 5870 Pricing and Contract Integration
- PROC 5890 Government Procurement Law

Admission
Students who are interested in applying to this certificate program should see the Admission Section found in the front of this catalog for general requirements.
Program Description
The healthcare leader certificate is an 18-credit-hour program designed for those who hold leadership positions in healthcare, who have completed a bachelor's degree and are interested in a healthcare leader focus. The program is offered at the Geneva campus.

Requirements
HCLD 5410 Leadership in Healthcare (3 credit hours)
HCLD 5420 Financial Issues for Healthcare Leaders (3 credit hours)
HCLD 5230 Legal Issues for Healthcare Leaders (3 credit hours)
HCLD 5440 Leadership in Healthcare Practicum I (3 credit hours)
HRDV 5620 Interpersonal and Organizational Communications (3 credit hours)
HCLD 6000 Healthcare Leader Case Studies (3 credit hours)

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

Admission Requirements
• 2.5 grade point average
• Bachelor's degree required
• Minimum of one year of healthcare education experience
• Résumé describing scope, responsibility, and function of work experience
• Completion of application with fees
• Official transcripts
• Personal interview

International
- Geneva, Switzerland
Health Care Management (MA)

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.

Business and management programs are ACBSP accredited.

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

Program Curriculum
The 36 credit hours required for the master of arts (MA) must include the following courses for a major/emphasis in health care management:
HEAL 5000 Advanced Theories and Concepts in Health Care (Requisite Course)
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 5140 The Law and Health Services
HRMG 5000 Managing Human Resources
BUSN 5200 Basic Finance for Managers
HEAL 6000 Integrated Studies in Health Care

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

Business and management programs are ACBSP accredited.

Learning Outcomes
- Students will demonstrate their comprehension of the mandatory topics human resources development.
- Students will be able to analyze complex factual situations using the important facts, concepts and theories of the Human Resources Development field to help diagnose best practices, problems, and opportunities for program development.
- Students will be able to integrate theories and models to develop solutions to complex human resources development problems, and then demonstrate the effectiveness of their solutions using either quantitative or qualitative criteria.

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) must include the following courses for a major/emphasis in human resources development:

- HRDV 5000 Introduction to Human Resources Development (Requisite Course)
- 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 George Herbert Walker School of Business & Technology majors.

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

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Human Resources Management (MA)

Program Description
The goal of the human resources management degree 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.

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

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) must include the following courses for a major in human resources management:

HRMG 5000 Managing Human Resources (Requisite Course)
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers
HRDV 5610 Training and Development
HRMG 5700 Employment Law
HRMG 5800 Staffing
HRMG 5920 Compensation
HRMG 5930 Labor-Management Relations
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 George Herbert Walker School of Business & Technology majors.

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

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

Program Description
The advanced graduate certificate (AGC) in immigrant and refugee education is for educators who already have a master’s degree and some experience with immigrant and refugee education. This eighteen credit hour advanced certificate is for those who wish to make an even greater contribution at their workplace. Graduate students are encouraged to assume advocacy roles, to participate in professional organizations, and to contribute to professional conferences and publications.

See also:
• Applied Educational Psychology (MA)
• Assessment of Learning and Cognitive Development (AGC)
• Gifted Education and Talent Development (AGC)

Requirements
1. Any Webster University graduate courses taken that are not applied toward a graduate or undergraduate degree, may be counted toward the completion of an Advanced Graduate Certificate (AGC) program provided that the courses are appropriate and relevant to that specific Advanced Graduate Certificate.
2. All AGC coursework must have a grade of B- or better.
3. Any graduate coursework completed may not be counted to two different certificate programs.
4. Courses may not be transferred from another university into any Webster University Advanced Graduate Certificate (AGC) program.

Choose at least one course (3 hours) from each of the following three clusters:

Cluster One: Culturally and linguistically diverse students
EPSY 5510 Psychosocial Aspects of Migration (3 hours)
EPSY 5490 Seminars in Immigrant and Refugee Experiences (3 hours)
EPSY 5350 Intercultural Communications (3 hours)
SOCS 5000 Interdisciplinary Course: Multiethnic Education (3 hours)

Cluster Two: Educational and learning needs of immigrant and refugee students
EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
EPSY 5600 Practicum in Educational Psychology (3 hours)
TESL 5040 Practicum in ESOL (3 hours)

Cluster Three: Social and emotional needs of immigrant and refugee students
EPSY 5150 Resilience and Self-Concept Development (3 hours)
EPSY 5290 Family Counseling (3 hours)
EPSY 5370 Counseling (3 hours)
EPSY 5520 Children, Culture, and Violence (3 hours)

Required course:
EPSY 6000 Advanced Graduate Certificate Project: Immigrant and Refugee Education (3 hours)

To complete the 18-hour Advanced Graduate Certificate, choose two electives (6 hours).
International experience and the study of a second language are strongly recommended.

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

Admission Requirements
• Masters Degree in Educational Psychology, Teaching English as a Second Language, or related area of study
• Satisfactory completion of admissions essay
• Overall GPA of 3.0
George Herbert Walker School of Business & Technology

Information Technology Management (MA)

Program Description
The MA in information technology management (ITM) program is designed to educate and develop managers who can effectively manage the planning, design, selection, implementation, use, and administration of emerging and converging information and communications technologies. The program curriculum provides students with the technical knowledge and management knowledge and skills needed to effectively integrate people, information and communication technologies, and business processes in support of organizational strategic goals.

Business and management programs are ACBSP accredited.

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

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) with an emphasis in information technology management must include the following courses:

ITM 5000 Information Technology Management: Overview (Requisite Course)
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers
ITM 5100 Information and Communications Systems and Networks
ITM 5200 Project Management of Information Technology
ITM 5300 Procurement and Contract Management for Information Technology
ITM 5400 Systems Analysis, Design and Implementation
ITM 5600 Information and Communications Security
ITM 6000 Final Project in Information Technology Management

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

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

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.

Requirements

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 5300 Ethics for the Legal Professional
- LEGL 5905 Intellectual Property Law for Paralegals
- 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 5965 Computerized Intellectual Property Research for Paralegals
- PATA 5530 Ownership, Licensing, and Transfer of Intellectual Property

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.

Requirements courses must be taken at Webster University. Students may pursue the certificate by itself or in conjunction with a compatible graduate program.

Note: A legal assistant or paralegal is a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. Paralegals or legal assistants may not provide legal services directly to the public, except as permitted by law. Webster University's St. Louis area paralegal programs have been approved by the American Bar Association.

Students who wish to pursue both an MA in legal studies and a graduate certificate in intellectual property paralegal studies within 42 credit hours must substitute the certificate elective course for LEGL 5490.

Admission

Students who are interested in applying to this certificate program should see the Admission Section found in the front of this catalog for general requirements.
George Herbert Walker School of Business & Technology

International Business (MA)

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.

Business and management programs are ACBSP accredited.

Learning Outcomes
1. Students will demonstrate foundation knowledge in the functional areas of a global/international business.
2. Students will be able to examine and demonstrate comprehension of the complexities of global/international businesses.
3. Students will select strategies and tools for solving complex problems posed by managing global businesses, and demonstrate understanding of the challenges thereof.

Program Curriculum
The 36 credit hours required for the master of arts (MA) in international business or the 48 credit hours required for the master of business administration (MBA) with an emphasis in international business must include the following courses for the degree:
- INTB 5000 International Business (Requisite Course)
- INTB 5600 International Accounting
- FINC 5840 International Finance
- INTB 5630 International Law and Business
- INTB 5710 Cross-Cultural Management
- MRKT 5980 International Marketing
- INTB 6000 Integrated Studies in International Business

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.

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
International Nongovernmental Organizations (MA)

Program Description
The master of arts (MA) in international nongovernmental organizations (INGO) program educates students interested in understanding the nature of world affairs through the activities of NGOs. Courses in this program integrate information and theories from the international relations discipline and skill-based education from the disciplines of management, business, human resources, and marketing. The objective of this program is to develop students into broadly educated INGO and international relations specialists.

The degree requires satisfactory completion of 36 credit hours of the INGO curriculum.

Learning Outcomes
Upon completion of the program, students should:
- Demonstrate written and oral communication skills;
- Be able to critically analyze and evaluate the role of INGOs in international relations;
- Be able to apply the theories of international relations to the activities of INGOs;
- Demonstrate managerial, fund-raising, and human resource skills relevant to the operations of INGOs;
- Understand the consequences of the political and moral choices of INGOs.

Program Curriculum
The required courses in the MA in International Nongovernmental Organizations are:
INTL 5000 Introduction to International Relations
INTL 5400 International Political Economy
INTL 5540 International Organizations
INTL 5530 International Law
INTL 5580 Politics of Development or INTL 5050 Introduction to Comparative Politics
INTL 6000 International Relations: Theory and Practice

Five courses (15 credit hours) from the INGO Cluster

INGO Cluster (5 courses):
At least two of these courses must have the INGO prefix
MRKT 5000 Marketing or MRKT 5010 Marketing for Nonprofits
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers or BUSN 5210 Financial Management for Nonprofits
MNGT 5210 Nonprofit Revenue Development
INGO 5100 Finance, Budgeting and Accounting for International Nongovernmental Organizations
INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations
INTB 5000 International Business
INTL 5800 Globalization
INTL 5700 Humanitarian Issues in International Politics
INTL 5300 Field Work or INTL 6500 Internship
HRMG 5000 Managing Human Resources or HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits
INTB 5710 Cross Cultural Management
INGO 5500 Principles of Negotiation
INGO 5700 Grant Writing, Fund-raising and Development for International Nongovernmental Organizations
INGO 5900 Project Management for International Nongovernmental Organizations

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
International Relations (MA)

Program Description
The master of arts (MA) 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 can help prepare students to compete for work with a governmental agency, an intergovernmental organization, a nongovernmental organization, or a multinational corporation. This program is also recommended to students planning to pursue a PhD, or an academic career at another institution.

Learning Outcomes
Upon completion of the program, students should:
- Have a working knowledge of several subfields of the discipline.
- Have strong research skills.
- Be able to critically analyze international events and issues.
- Be able to apply theories of international relations to the practice of international affairs.
- Demonstrate effective written and oral communication skills.
- Have the necessary education and develop skills relevant to employment in the field.

Program Curriculum
The 36 credit hours required for the master of arts (MA) degree must include the following courses for a major in international relations:
- INTL 5000 Introduction to International Relations
- INTL 5100 Research Methods and Perspectives
- INTL 6000 International Relations: Theory and Practice
- or INTL 6250 Thesis
- Two courses from the Comparative Politics Cluster (six credit hours)
- Four courses from the International Politics Cluster (twelve credit hours)
- Three elective courses (9 credit hours)

Comparative Politics Cluster (2 courses)
- INTL 5050 Comparative Politics
- INTL 5580 Politics of Development
- INTL 5570 Comparative Foreign Policy
- INTL 5600 Area Studies
- INTL 5605 Topics in Comparative Politics
- INTL 5625 Middle East Area Studies
- INTL 5635 Western European Area Studies
- INTL 5645 Asian Area Studies
- INTL 5655 African Area Studies
- INTL 5665 South and Central Asian Area Studies
- INTL 5675 Central and Eastern European Area Studies
- INTL 5685 Latin American Area Studies

International Politics Cluster (4 courses)
- INTL 5400 International Political Economy
- INTL 5510 Theories of International Relations
- INTL 5530 International Law
- INTL 5540 International Organizations
- INTL 5550 War and Diplomacy
- INTL 5560 U.S. Foreign Policy
- INTL 5700 Humanitarian Issues in International Politics
- INTL 5800 Globalization
- INTL 5860 Issues in International Politics
- INTL 5870 International Law and Politics of Outer Space
- INTL 5890 Terrorism in World Politics

International Relations Elective Courses (3 courses)
Any additional courses from the two clusters above, or any of the following:
- INTL 5300 Field Work
- INTL 5500 Professional Seminars
- INTL 5610 Non-Thesis Readings/Research
- INTL 5900 Advanced Research Methods
- INTL 6500 Internship

Pre-approved courses (non-INTL) related to International Relations
- MRKT 5000 Marketing OR MRKT 5010 Marketing for Nonprofits
- MNGT 5590 Organizational Behavior
- BUSN 5200 Basic Finance for Managers OR BUSN Financial Management for Nonprofits
- MNGT 5210 Nonprofit Revenue Development
- INGO 5000 Non-governmental Organizations
- INGO 5100 Finance, Budgeting and Accounting for International Nongovernmental Organizations
- INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations
- HRMG 5000 Managing Human Resources OR HRMG 5010 Staffing, Volunteers, and Boards of Nonprofits
- INTB 5000 International Business
- INTB 5710 Cross Cultural Management
- INGO 5500 Principles of Negotiation
- INGO 5700 Grant Writing, Fund-raising and Development for International Nongovernmental Organizations
- INGO 5900 Project Management for International Nongovernmental Organizations

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

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.

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

Pre-approved courses (non-INTL) related to International Relations.
All non-INTL courses listed in the Master of Arts International Nongovernmental Organizations curriculum are pre-approved electives for the master of arts in International Relations. These courses are:
- MRKT 5000 Marketing OR MRKT 5010 Marketing for Nonprofits
- MNGT 5590 Organizational Behavior
- BUSN 5200 Basic Finance for Managers OR BUSN 5210 Financial Management for Nonprofits
- MNGT 5210 Nonprofit Revenue Development
International Relations (MA)

INGO 5000 Non-governmental Organizations
INGO 5100 Finance, Budgeting and Accounting for International Nongovernmental Organizations
INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations
HRMG 5000 Managing Human Resources or HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits
INTB 5000 International Business
INTB 5710 Cross Cultural Management
INGO 5500 Principles of Negotiation
INGO 5700 Grant Writing, Fund-raising and Development for International Nongovernmental Organizations
INGO 5900 Project Management for International Nongovernmental Organizations

Note: 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.

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.

Admission

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

MBA with an Emphasis in International Relations—see Master of Business Administration (MBA) section for details.
Legal Studies (MA)

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.

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

Learning Outcomes
Upon completion of the program, students should:

• Demonstrate the fundamentals of legal reasoning and analysis.
• Comprehend the Code of Professional Responsibility to be able to address ethical dilemmas faced by lawyers and legal assistants.
• Master the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
• Explain the essential goals of legal researching, legal and logical reasoning and begin to develop legal writing skills.
• Be able to apply the theory of legal research and writing to practical problems encountered in a legal environment.
• Distinguish the significant role that legal assistants have in the legal world and perform the practical skills necessary to function in it.

Program Curriculum
The 39 credit hours required for the MA 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 5260 Methods of Legal Research and Writing I
- LEGL 5270 Methods of Legal Research and Writing II
- LEGL 5400 Anglo-American Legal History
- LEGL 5450 American Constitutional Law
- LEGL 5470 Civil Actions
- LEGL 5480 Criminal Actions
- LEGL 5490 Advanced Topics in Law
- LEGL 5800 Computerized Legal Research
- 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.

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

Note: A legal assistant or paralegal is a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. Paralegals or legal assistants may not provide legal services directly to the public, except as permitted by law. Webster University’s St. Louis area paralegal programs have been approved by the American Bar Association.

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Program Description
This curriculum is designed for individuals who are seeking a graduate degree with a broad general management and leadership perspective.

Note: This program is titled Management at our Ft. Leavenworth, KS campus.

Business and management programs are ACBSP accredited.

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

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) must include the following courses for a major/emphasis in management and leadership:

MNGT 5000 Management (Requisite Course)
MNGT 5590 Organizational Behavior
HRMG 5000 Managing Human Resources
BUSN 5200 Basic Finance for Managers
MNGT 5650 Management and Strategy
MNGT 5670 Managerial Leadership
HRDV 5630 Organization Development and Change
MNGT 6000 Integrated Studies in Management

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

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

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

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.

Business and management programs are ACBSP accredited.

Learning Outcomes
- Students will be able to develop a complete marketing research document that involves gathering information, analyzing the information, analyzing the data collected, and forecasting the critical information, which is in support of the marketing plan.
- Students will be able to demonstrate the ability to identify and select markets for specific products to be targeted.
- Students will be able to demonstrate and quantitatively understand the nature of the marketing mix, and the judgment required for allocating scarce resources across the marketing mix.
- Students will be able to demonstrate the ability to develop a fully integrated promotion plan to support the overall marketing plan.
- Students will be able to create a comprehensive marketing plan for a product or service.
- Students will be able to create channel of distribution plan which gives strategic competitive advantage to their marketing plan.
- Students will be able to give professional presentations of their marketing plans.

Program Curriculum
The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) must include the following courses for a major/emphasis in marketing:

MRKT 5000 Marketing (Requisite Course)
MRKT 5800 Sales Management or 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 George Herbert Walker School of Business & Technology majors.

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

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Program Description
The master of business administration (MBA) program provides training in business for students interested in understanding the working nature of business in a competitive environment. Courses in the MBA 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 MBA 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.

The degree requires satisfactory completion of 27 credit hours of the MBA 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 MBA. Electives may be selected from any graduate School of Business offering. If a student has a particular interest in a graduate course outside of the School of Business, approval may be sought for such course(s).

Business and management programs are ACBSP accredited.

Global MBA Program
The Webster University Global MBA program provides full-time graduate students the opportunity to live, learn and study for one term each at five of Webster University’s campuses in Europe and Asia. For more information, see the Global MBA program in this catalog. You may also visit the website at www.webster.edu/globalmba.

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

General Requirements
The MBA degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections under Academic Policies and Procedures for policies regarding application, admission, registration, and the academic policies of Webster University. Academic policies or exceptions to policies applicable to MBA students are noted under their respective general academic policies.

Prerequisites:
BUSN 5000 Business
BUSN 5600 Accounting Theory and Practice
BUSN 5620 Current Economic Analysis

Note: Program prerequisites are to be completed before beginning coursework for the MBA for those students who have not completed prerequisite courses (or an appropriate equivalent) within five years of entering the program and having earned a grade of B or better.

If the appropriate prerequisite course content was completed more than five years prior to entering the program, the department will allow a waiver if the student demonstrates command of the content area by successfully completing a waiver examination. Prerequisite courses may not count as electives in the 36-credit-hour MBA.

The required courses in the MBA program are:
MRKT 5000 Marketing
MNGT 5590 Organizational Behavior
BUSN 5760 Applied Business Statistics
FINC 5000 Finance
(Prerequisites: BUSN 5600 and BUSN 5760)
FINC 5880 Advanced Corporate Finance
(Prerequisite: FINC 5000)
BUSN 6070 Management Accounting
(Prerequisites: BUSN 5600 and BUSN 5760)
BUSN 6110 Operations and Project Management
(Prerequisite: BUSN 5760)
BUSN 6120 Managerial Economics
(Prerequisites: BUSN 5620 and BUSN 5760)
BUSN 6200 Strategy and Competition
(Prerequisites: all of the above)
Additional 9 elective credit hours

Areas of Emphasis
Requirements for an area of emphasis in the MBA program are identical to requirements for a major in the master of arts (MA) program. Areas of emphasis for the MBA degree are:

Business and Organizational Security Management
The MBA with an emphasis in business and organizational management must include the following courses:
SECR 5000 Security Management (Requisite Course)
SECR 5101 Legal and Ethical Issues in Security Management
SECR 5020 Security Administration and Management
SECR 5030 Business Assets Protection
SECR 5060 Emergency Planning
SECR 5080 Information Systems Security
SECR 5090 Behavioral Issues
SECR 6000 Integrated Studies in Security Management

Decision Support Systems
The MBA with an emphasis in decision support systems must include the following courses:

MBA Prerequisite Courses (if necessary):
BUSN 5000 Business
BUSN 5600 Accounting Theory and Practice
BUSN 5620 Current Economic Analysis

MBA Common Core Courses (27 credit hours):
BUSN 5760 Applied Business Statistics
MRKT 5000 Marketing
MNGT 5590 Organizational Behavior
FINC 5000 Finance

(continued on next page)
HRDV 5000 Gerontology (Requisite Course)

FinC 5880 Advanced Corporate Finance
BUsN 6070 Management Accounting
BUsN 6110 Operations and Project Management
BUsN 6120 Managerial Economics
BUsN 6200 Strategy and Competition

MBA Elective Courses to be used as follows (9 credit hours):

CSIS 5300 Database Systems (DSS Certificate Curriculum)
CSIS 5310 Introduction to Decision Support Systems (DSS Certificate Curriculum)
CSIS 5400 Data Warehousing

Completion of the DSS Certificate Curriculum (9 credit hours):

CSIS 5410 Introduction to Data Mining
CSIS 5420 Data Mining
CSIS 5600 Decision Support Systems

Environmental Management

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

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

Finance

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

BUsN 6070 Management Accounting
BUsN 6120 Managerial Economics
FinC 5000 Finance
FinC 5210 Investments
FinC 5810 Capital Budgeting and Corporate Investments
FinC 5830 Institutions and Financial Markets
FinC 5840 International Finance
FinC 5880 Advanced Corporate Finance
FinC 6290 Financial Strategies

Gerontology

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

GERN 5000 Gerontology (Requisite Course)
GERN 5600 Economic Issues for Older Adults
GERN 5620 Physiology of Aging
GERN 5630 Psychology 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

Human Resources Development

The MBA with an emphasis in human resources development must include the following courses:

HRDV 5000 Introduction to Human Resources Development (Requisite Course)

MNGT 5590 Organizational Behavior
HRDV 5610 Training and Development
HRDV 5650 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

Human Resources Management

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

HRMG 5000 Managing Human Resources (Requisite Course)
MNGT 5590 Organizational Behavior
BUsN 5200 Basic Finance for Managers
HRDV 5610 Training and Development
HRMG 5700 Employment Law
HRMG 5800 Staffing
HRMG 5920 Compensation
HRMG 5930 Labor-Management Relations
HRMG 6000 Integrated Studies in Human Resources Management

Information Technology Management

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

ITM 5000 Information Technology Management: Overview (Requisite Course)
MNGT 5590 Organizational Behavior
BUsN 5200 Basic Finance for Managers
ITM 5100 Information and Communications Systems and Networks
ITM 5200 Project Management of Information Technology
ITM 5300 Procurement and Contract Management for Information Technology
ITM 5400 Systems Analysis, Design and Implementation
ITM 5600 Information and Communications Security
ITM 6000 Final Project in Information Technology Management

International Business

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

INTB 5000 International Business (Requisite Course)
INTB 5600 International Accounting
FinC 5840 International Finance
INTB 5630 International Law and Business
INTB 5710 Cross-Cultural Management
MRKT 5980 International Marketing
INTB 6000 Integrated Studies in International Business

International Relations

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

INTL 5000 Introduction to International Relations
INTL 5100 Research Methods and Perspectives
Two courses (6 credit hours) from the Comparative Politics Cluster
Four courses (12 credit hours) from International Relations Cluster
George Herbert Walker School of Business & Technology

Master of Business Administration (MBA)

Comparative Politics Cluster (2 courses)
INTL 5050 Comparative Politics
INTL 5570 Comparative Foreign Policy
INTL 5580 Politics of Development
INTL 5600 Area Studies
INTL 5605 Topics in Comparative Politics
INTL 5625 Middle East Area Studies
INTL 5635 Western European Area Studies
INTL 5645 Asian Area Studies
INTL 5655 African Area Studies
INTL 5665 South and Central Asian Area Studies
INTL 5675 Central and Eastern European Area Studies
INTL 5685 Latin American Area Studies

International Politics Cluster (4 courses)
INTL 5400 International Political Economy
INTL 5510 Theories of International Relations
INTL 5530 International Law
INTL 5540 International Organizations
INTL 5550 War and Diplomacy
INTL 5560 U.S. Foreign Policy
INTL 5700 Humanitarian Issues in International Politics
INTL 5800 Globalization
INTL 5860 Issues in International Politics
INTL 5870 International Law and Politics of Outer Space
INTL 5890 Terrorism in World Politics
INTL 6000 International Relations: Theory and Practice or
INTL 6250 Thesis

International Relations Elective Courses (3 courses)
Any additional courses from the two clusters above, or any of the following:
INTL 5300 Field Work
INTL 5500 Professional Seminars
INTL 5610 Non-Thesis Readings/Research
INTL 5900 Advanced Research Methods*
INTL 6500 Internship
*Advanced Research Methods may be substituted for a required course in the Interstate/Comparative or Transnational Cluster.

Management and Leadership
The MBA with an emphasis in management and leadership must include the following courses:
MNGT 5000 Management (Requisite Course)
MNGT 5590 Organizational Behavior
HRMG 5000 Managing Human Resources
BUSN 5200 Basic Finance for Managers
MNGT 5650 Management and Strategy
MNGT 5670 Managerial Leadership
HRDV 5630 Organization Development and Change
MNGT 6000 Integrated Studies in Management

Marketing
The MBA with an emphasis in marketing must include the following courses:
MRKT 5000 Marketing (Requisite Course)
MRKT 5800 Sales Management or 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

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

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

Web Services
The MBA with an emphasis in web services must include the following courses:
MBA Prerequisite Courses (if necessary):
BUSN 5000 Business
BUSN 5600 Accounting Theory and Practice
BUSN 5620 Current Economic Analysis

MBA 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

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

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

The student should consult the Locations and the MA and MBA 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.

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

For information on dual degree and sequential degree options, see the appropriate sections in the Academic Policies and Procedures section of this catalog.
Master of Educational Technology (MET)

**Program Description**
The master of educational technology (MET) degree enables professional educators and corporate trainers, to develop multiple literacies and to foster creative thinking using technologies. Candidates learn how to develop learner-centered and content-centered projects and assessments. Candidates in this program acquire the 21st century learning skills to creatively apply, assess, and reflect on technologies and media in formal and informal learning environments. Candidates view technology and media as vehicles for learning, communication, and collaboration.

**Learning Outcomes**
Students completing the MET degree program will be able to:
Model ethical uses and applications of digital media in educational and work settings. (NETS.T 2008.4)
Demonstrate effective uses of technology and multimedia (audio, video, text, images, interactive media, etc) for student learning and teacher reflection, professional growth and productivity. (NETS.T 2008.2; NETS.T 2008.5)
Demonstrate effective uses of technology and multimedia (audio, video, text, images, interactive media, etc) for collaborative learning and the development of professional learning communities. (NETS.T 2008.3)
Design, develop, implement, and evaluate technology-embedded learning experiences for students that enhance content mastery, creative thinking, critical thinking, and global citizenship. (NETS.T 2008.1)

**Themes**
Candidates who pursue the master of educational technology (MET) degree explore technology and multimedia including print, graphics, sound, video, and the web. The following ISTE NETS.T 2008 supported themes from the foundation of student learning experiences:
- Practicing, supporting and fostering student learning and creativity through technologies
- Enhancing student learning experiences and assessments with digital age tools and processes
- Modeling authentic digital age work and learning practices through collaboration, professional development, and leadership in professional learning communities
- Practicing and modeling digital citizenship and responsibility with colleagues and with students

**Program Curriculum**
Students pursuing the master of educational technology (MET) are required to complete 33 credit hours in the curriculum

**All majors take the following courses:**
- Design & Ethics Core Courses: 8 hours
  - EDTC 5460 Curriculum Design Technology (3)
  - EDTC 5465 Instructional Design (2)
  - EDTC 5900 Technology Ethics & Society (3)
- Technology Core Courses: 11 hours
  - EDTC 5040 Graphic Design for Educators (2)
  - EDTC 5070 Desktop Publishing for Educators (2)
  - EDTC 5290 Digital Video for Educators (3)
  - EDTC 5550 Web Page Authoring and Design I (2)
  - EDTC 5555 Web Page Authoring and Design II (2)
- Electives: 12 hours
  At least 6 credit hours must be in EDTC, other than EDTC 5210 and EDTC 5410
- Capstone: 2 hours
  - EDTC 5995 Final Program Survey
  - EDTC 5996 Content Performance Portfolio
  This course includes a formal review of the student's portfolio of documented competencies or other faculty-approved methods of documenting established competencies.

**Policies & Procedures**
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.

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

**Admission Requirements**
- Undergraduate CUM GPA of 2.5 or higher
- Essay: Why are you interested in a MET in Educational Technology?
- Students are required to submit a deposit to secure their position in the class

**Send all required documents to:**
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

**Completed application files will be reviewed by the Coordinator of Educational Technology.**

In addition to the general admissions requirements for the graduate degree programs in this catalog, the MET program has a specific writing requirement. The MET Program application form “Why I Am Interested in the MET degree” essay must be completed by the student and approved by the Program Coordinator before starting the MET. The student's undergraduate GPA should be 2.5 or higher for unconditional acceptance.

**Advance to Candidacy**
Upon completing 9 credit hours within the MET, all degree-seeking students are required to be advanced to candidacy. For specific details please see your advisor.

**Transfer of Credit**
Students may transfer no more than six (6) hours of graduate course work from another accredited institution of higher learning. Students may apply no more than six (6) credits of EDTC 5210 or EDTC 5410 to satisfy the requirements of the MET degree. Requests to transfer credit must be approved by the Educational Technology program coordinator. A maximum of six (6) hours of transfer or in-service credit may be applied to the MET degree.
Master of Health Administration (MHA)

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

Business and management programs are ACBSP accredited.

Learning Outcomes
• Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of health care administration.
• Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of health care administration when analyzing complex factual situations.
• Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of health care administration when developing solutions to multifaceted health care administration problems in complex factual situations.

Program Curriculum
The 36 credit hours required for the master of health administration (MHA) or the 54 credit hours required for the master of business administration (MBA/MHA dual) degree must include the following courses:

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

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

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

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

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Master of Public Administration (MPA)

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

Business and management programs are ACBSP accredited.

Learning Outcomes
• Students will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of public administration.
• Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in the field public administration when analyzing complex factual situations.
• Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field public administration when developing situations to multifaceted public administration problems in complex factual situations.

Program Curriculum
The 36 credit hours required for the master of public administration (MPA) must include the following courses for a major in public administration:
- PADM 5000 Public Administration (Requisite Course)
- MNGT 5590 Organizational Behavior
- PADM 5820 Planning and Evaluation
- PADM 5830 Administrative Law and Processes
- PADM 5840 Budgetary Theory and Analysis
- PADM 5850 Research and Assessment in Public Administration
- PADM 5870 Public Personnel Management
- PADM 5890 Public Policy and Administration
- PADM 6000 Integrated Studies in Public Administration

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

If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another George Herbert Walker School of Business & Technology major.

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Program Description
The faculty strives to consistently demonstrate outstanding teaching, with the hope that our graduates will be among the most talented and capable teachers in the schools. We want our students to experience learning mathematics in an interesting, growth-producing environment so that they will always be enthusiastic learners and teachers of mathematics.

All of our courses are designed specifically for the classroom mathematics teacher. In each course, students will develop a deeper understanding of central ideas in mathematics that are relevant to their own teaching. They will increase their own power to employ mathematical reasoning and problem-solving techniques, and they will learn techniques for teaching mathematics that will stimulate their own students’ imagination and intelligence.

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

Upon completing 9 credit hours, 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, students need to register for MTHC 5900 Final Reflections. This is a no tuition, zero credit hour course in which students write an essay describing how they have changed as a result of participating in the program.

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

The requirements for the community college emphasis are 33 credit hours of mathematics courses numbered above MTHC 5200.

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

The requirements for the secondary mathematics emphasis are 33 credit hours of mathematics courses including a minimum of 21 credit hours numbered above MTHC 5200.

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

The requirements for the middle school mathematics emphasis are 33 credit hours of mathematics courses including at least three credit hours of appropriate technology courses.

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

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

Admission Requirements
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 program. The student’s mathematical background also needs to be commensurate with the emphasis he or she is seeking. In particular, the secondary and community college emphases require (roughly) the equivalent of an undergraduate mathematics major.

Send all required documents to:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Transfer of Credit
Students selecting either the middle school or secondary emphasis may transfer up to 6 credit hours of courses in mathematics or mathematics education provided that the courses are part of a graduate degree program at the host university.

Students selecting the Community College emphasis may transfer up to 6 credit hours of courses in mathematics provided that the courses are part of the host university’s graduate degree program in mathematics.
This Program is Available:

Online
- www.webster.edu/online

United States
- Little Rock, AR
- London, United Kingdom
- Louisville, KY
- St. Louis Home Campus

International
- Bangkok, Thailand
- Leiden, The Netherlands

Program Description
The master of arts (MA) degree in media communications is for students who have both an interest and background in communications.

The MA in media communications is a specialized concentration available to individuals who qualify for the program.

All students entering this program are required to consult with a media communications academic advisor prior to registration. Qualifications and required prerequisite courses will be discussed at this time. Qualifications include a strong educational background in their intended area of graduate communications study or professional experience in their area of interest. Students without a strong educational background or experience in the communications field are required to enroll in 6 credit hours of prerequisite course work. The selection of prerequisites will depend on each student's area of academic interest in communications. Students must earn a grade of “B” or better in the prerequisite courses before they are allowed to enroll in graduate courses. The prerequisite courses are not count toward the 36 credit hours required for the degree, nor are they considered as part of the credit hours required for advancement to candidacy.

This degree is also available online. Online courses require excellent organizational skills, self-direction, and motivation to master the challenges of this learning environment.

Learning Outcomes
Successful graduates of this program will be able to:

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

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

MEDC 5000 Media Communications (Requisite Course)
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, students can choose elective courses offered in the other School of Communications majors. Courses from program curricula outside the School of Communications may be considered, if appropriate and approved in advance using a program option request form. Students taking courses that are a part of their approved curriculum and that are from outside of the School of Communications should verify prerequisites with the appropriate school or college.

MEDC 5000 Media Communications is the requisite course in the media communications program. It examines communications theory and its application to mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. The required courses and electives listed may be taken as directed studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures and approved by the director of Graduate Studies and the dean of the School of Communications.

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Program Description
The master of arts (MA) in media literacy provides students with a critical perspective that will enable them to decipher the information they receive through the channels of mass communications and to develop independent judgments about media content. This degree examines the cultural, political, and economic context of media, which affects media programming.

Students who earn an MA in media literacy may pursue careers in education, media literacy research, the press, public policy, community-based media, and media arts production.

Learning Outcomes
Successful graduates of this program will be able to:
- Identify media literacy concepts;
- Understand the impact of the media on the individual and society;
- Apply media literacy concepts to media and media programming;
- Recognize media content as a cultural “text” that provides insight into contemporary society;
- Assess qualitative and quantitative approaches to media literacy;
- Cultivate an enhanced enjoyment, understanding, and appreciation of media content;
- In the case of media communicators, produce effective and responsible media messages.

Program Curriculum
The media literacy degree 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 degree facilitates the ability to produce effective and responsible media messages. Finally, students in the Master of Arts in teaching (MAT) program may apply approved courses toward an emphasis in media literacy.

MEDC 5000 Media Communications is the requisite course in the media literacy program. It examines communications theory and its application in mass media as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications.

Therefore, students must take this course even if they have academic and/or professional experience in media communications. The required courses and electives listed may be taken as directed studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures and approved by the director of Graduate Studies and the dean of the School of Communications.

Students taking courses that are a part of their approved curricula and are from outside of the School of Communications should verify prerequisites with appropriate school or college.

The course of study for students working towards an MA in media literacy is as follows. Any variation from this curriculum should be approved in advance using a program option request form.

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
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 course work:
COMM 5340 Language Arts Seminars (approved topics only)
COMM 5440 Integrated Language Arts
COMM 5460 Curriculum Design
JOUR 4500 Media Criticism for Publication
MEDC 4110 Media and Digital Culture
MEDC 4220 Genre Studies
MEDC 4440 Patterns of Media Ownership
MEDC 4500 Political Communications
MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing
MEDC 5250 Visual Communication in the Media
MEDC 5550 Topics in Media Communications: Campaign Strategy and Political Power
MEDC 5550 Topics in Media Communications: Video and Media Literacy
MEDC 5985 Media Literacy Fieldwork
PSYC 4825 Advanced Research Methods

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

Middle School Education (MAT)

Program Description
Webster’s MAT in middle school education degree program provides a strong foundation in content knowledge, early adolescent development, and contemporary research supporting best practices. This degree emphasizes the principles and practices of inquiry based learning, differentiated instruction, and culturally responsive teaching.

This graduate degree program is designed to lead to initial Missouri Teacher Certification in Middle School Education.

- Language Arts
- Mathematics
- Science
- Social Studies

Learning Outcomes
The goals of the MAT in middle school education are to cultivate graduates who are:

1. **Knowledgeable Learners**
   Candidates in the middle school MAT will:
   a. understand, demonstrate, and apply in-depth knowledge of their chosen discipline(s).
   b. embrace the synergy of collaborative learning.
   c. understand how to guide students through a period of significant developmental change.

2. **Informed Instructors**
   Candidates in the middle school MAT will:
   a. develop curriculum and assessments based on the best educational theory, practice, research, national, state, and content standards.
   b. motivate students to learn by implementing instruction based on the developmental needs of young adolescents.
   c. Apply the best academic, social, and technological tools to address the needs of the 21st century learner.

3. **Reflective Collaborators**
   Candidates in the middle school MAT will:
   a. demonstrate collaborative skills in working with colleagues, students, and families in schools and communities to support student learning.

4. **Responsive Educators**
   Candidates in the middle school MAT will:
   a. recognize, appreciate, and respond to the needs of diverse learners based on theory and research of developmental sciences.
   b. create a positive, productive learning community that responds to the needs of individual learners.
   c. celebrate and integrate the talents and cultures of each student.

Policies & Procedures
The candidate 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.

Requirements for Missouri Initial Teacher Certification in Middle School Education (Grades 5-9)
Students must contact the Teacher Certification Officer in the School of Education for a transcript evaluation and information regarding teacher certification. Successful completion of a teacher work sample (TWS) is required prior to a recommendation for an initial teacher certification from the university to the Missouri Department of Elementary and Secondary Education (DESE).

Program Curriculum
To achieve Missouri state certification in middle school education, students are required to take more than 33 credit hours and should consult with the Teacher Certification Officer in the School of Education to complete a transcript evaluation. This is necessary to identify the exact number of credit hours that an MAT candidate will require to complete certification with the degree.

Students must pass the Praxis Exam before Apprentice Teaching.

Note: students are advised that the full initial certification in middle school (grades 5-9) may require more than the listed hours required for the MAT degree program, alone.

Degree Requirements
The following courses are required for the MAT degree in Middle School Education.

The following courses must be taken while in-residence at Webster University.

Foundations and Methods
CMAT 5000 Teaching in a Diverse Society 3 hours
SOCS 5700 Middle School History and Philosophy 3 hours
SOCS 5760 Middle School Curriculum & Instruction (prereq SOCS 5700) 3 hours
CMAT 5015 Differentiated Instruction & Assessment (prereq SOCS 5760) 3 hours
EPSY 5170 Behavior Management 3 hours
COMM 5920 Teaching Reading in the Content Field 3 hours
COMM 5199 Teaching Writing 3 hours
EPSY 5370 Counseling OR EPSY 5290 Family Counseling 3 hours

Clinical Experience
CMAT 5092 Middle School Practicum 3 hours
CMAT 5093 Apprentice Teaching Middle School 9 hours
CMAT 5096 Apprentice Teaching Seminar 1 hour

In each of the two curricular areas below, one course must be taken in residence and will count toward the degree.

Developmental Psychology
SPED 5860 Psychology of the Exceptional Student 3 hours
EPSY 5540 Psychology of Early Adolescence 3 hours
EPSY 5130 Educational Psychology 3 hours

Content Methods – (Appropriate for chosen discipline) (3 hours)
EDUC 4575 Methods for Teaching Elementary Social Studies
COMM 5440 Integrated Language Arts Methods
MTHT 4450 Middle School Math Methods
SCIC 5010 Contemporary Strategies for Elementary
Middle School Education (MAT)

& Middle School Science or EDUC 4580 Methods for Teaching Elementary Science

All of the above courses are required to complete the requirements for initial Missouri teacher certification in the Middle School Education program.

The following additional certification requirements are required to complete the certification program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 5820 Foundations of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 5010 Classroom Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students will choose one of the following content areas (minimum GPA in content area=3.0).**

- 3 hours of Composition (COMM 5280, COMM 5347)
- 6 hours of American Literature (COMM 5391, COMM 5392, COMM 5393)
- 6 hours of World/European Literature (COMM 5399, COMM 5398, COMM 5395)
- 3 hours Contemporary Linguistics (COMM 5344) or Historical Linguistics (COMM 5303)
- 3 hours Young Adult Literature (COMM 5020)

**Mathematics: minimum 21 hours**

- 4-5 hours Calculus I (MATH 1610)
- 4-5 hours Calculus II (MATH 1620)
- 11 - 13 hours from the following:
  - MTHC 5100 Functions & Structures
  - MTHC 5110 Perspective in Elem Geometry
  - MTHC 5040 Number Theory
  - MTHC 5150 Number Systems
  - MTHC 5080 Puzzles & Proofs
  - MTHC 5130 Probability & Graphs
  - MTHC 5120 Topics for Middle School Teacher

**Science: minimum 21 hours**

- Biology with lab
- Chemistry with lab
- Physics with lab or Physical Science with lab
- Astronomy
- Environmental Science
- Physical Geology
- Meteorology

**Social Studies: minimum 24 hours**

- 3 hours of Economics (SOCS 5250)
- 3 hours of Geography (SOCS 5260)
- 3 hours American Government (SOCS 5690)
- 6 hours American History (to include 18th, 19th, 20th Century) (SOCS 5270, SOCS 5750)
- 6 hours World/European History (SOCS 5030, SOCS 5040, SOCS 5280, SOCS 5430)
- 3 hours Young Adult Literature (COMM 5020)

**Application and Eligibility to CMAT 5092, Middle School Practicum**

Registration in CMAT 5092 Middle School Practicum must be approved by the student’s advisor by designated date one semester prior to when practicum is taken. Please see postings outside the School of Education Office or website, for specific deadlines. No late applications will be accepted. B or better is required for the practicum. [http://www.webster.edu/education/students/resources.shtml].

**Application to CMAT 5093, Apprentice Teaching: Middle School**

Successful completion of CMAT 5092 Apprentice Teaching: Middle School is required to meet the graduation requirements of the MAT in elementary education.

Application and registration in CMAT 5092 must be approved in writing by the student’s advisor early in the semester prior to practicum taking place. Please see postings outside the School of Education Office or on the website for specific deadlines. Students who are full-time paraprofessionals or teachers in an approved educational setting may be eligible to earn credit for Apprentice Teaching through an assessment process. [http://www.webster.edu/education/students/resources.shtml].

**Eligibility requirements for acceptance to CMAT 5093, Apprentice Teaching: Middle School**

1. Students must have successfully completed all required courses for initial teacher certification in middle school.
2. Students must have successfully completed CMAT 5092 Middle School Practicum with a B or better
3. Students must have passed the Praxis Exam. Praxis#0049 Middle School-Language Arts, #0069, Middle School-Math, #0439 Middle School-Science, #089 Middle School-Social Studies with a score equal to or greater than the Missouri qualifying score prior to registration in CMAT 5092, Apprentice Teaching: Middle School.

**Admission**

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

**Admission Requirements for the University**

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

**Degree Admission**

Full acceptance into the MAT degree program requires

1. An official transcript from an accredited baccalaureate degree granting institution.
2. A cumulative grade point average (GPA) of 2.50 or higher representing all higher education coursework completed.
3. B- or better in College Level Mathematics
4. B- or better in College Level Composition

**SEND ALL REQUIRED DOCUMENTS TO:**
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

*Completed application files will be reviewed by the School of Education Graduate Initial Teacher Certification Committee*

**Advancement to Candidacy**

Advancement to Candidacy (ATC) represents a significant milestone in a candidate’s academic career. Candidates may continue enrolling in the program and demonstrating their knowledge, skills, and dispositions and mastery of program standards.

Advancement to Candidate occurs upon completion of:

1. Complete 12 hours of graduate credit with grades of B or better (including CMAT 5000).
2. Acceptance into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information).
3. Candidates must remain in good academic standing.
4. Candidates must maintain a CUM G.P.A. of 3.0 with no incomplete grades.
5. Candidates will be restricted from registering in further coursework until advanced to candidacy. Candidates must complete the ATC form and submit it to the appropriate Department Associate.
Mild/Moderate Disabilities (MAT)

Program Description
This is a graduate degree program designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification in Mild/Moderate Disabilities: Cross-Categorical. Coursework is specifically directed towards special education practice. The culminating project is a portfolio developed during SPED 5091, Apprentice Teaching.

Learning Outcomes
The goal of the mild/moderate disabilities major is to cultivate graduates who are:

- knowledgeable of the history of special education, characteristics of students with disabilities, and principles and foundations underlying best practices;
- proficient in designing, adapting, and modifying effective assessment plans, instructional strategies and curricula, and/or intervention plans based on current research regarding cognitive, social, and emotional development in students with disabilities;
- reflective about their roles as educators to improve learning outcomes, and who collaborate with families and other members of the community in order to advocate for inclusive and equitable educational opportunities for persons with disabilities; and
- capable of recognizing, valuing, and responding to the unique individual abilities and differences of students with special needs.

Requirements for Missouri Initial Teacher Certification in Mild/Moderate Disabilities
Students are advised to contact Webster University’s Teacher Certification Office for a transcript evaluation and information regarding teacher certification. Successful completion of a portfolio may be required prior to a recommendation for an initial teacher certification from the university to the Missouri Department of Elementary and Secondary Education.

Successful completion of the MAT degree program in mild/moderate disabilities does not guarantee the issuance of a Missouri teacher certificate in Mild/Moderate Disabilities.

Program Curriculum
The MAT in mild/moderate disabilities requires a minimum of forty (40) hours of coursework in special education, including successful completion, with a B- or better, of eight (8) hours of SPED 5091, Apprentice Teaching. Students are advised that the full initial certification in Mild/Moderate Disabilities: Cross-Categorical (K-12) may require more than the forty hours required for the MAT degree.

Required Coursework
The following SPED courses, for a total of nineteen (19) hours, are required for the MAT in mild/moderate disabilities and must be taken while in residence with Webster University:

- SPED 5091 Apprentice Teaching 8 hours
- SPED 5090 Practicum: Mild/Moderate Disabilities: Cross-Categorical 2 hours
- SPED 5030 Students with Mild/Moderate Disabilities 3 hours
- SPED 5380 Methods for Students with Mild/Moderate Disabilities I 3 hours
- SPED 5381 Methods for Students with Mild/Moderate Disabilities II 3 hours

In addition to the above coursework, a minimum of twenty one (21) semester hours of coursework from the following special education courses* are required to complete the MAT degree requirements:

- SPED 5860 Psychology of the Exceptional Student 3 hours
- SPED 5500 Socio-emotional Development: Children w/ Special Needs** 3 hours
- SPED 5660 Cognitive Development: Children w/ Special Needs** 3 hours
- SPED 5300 Communicating with Families and Disabled Persons 3 hours
- SPED 5240 Psycho-educational Assessment I 3 hours
- SPED 5050 Language Development for Exceptional Students 3 hours
- SPED 5010 Methods of Teaching Mathematics for Disabled Learners 3 hours
- SPED 5040 Analysis and Correction of Reading Disabilities 3 hours
- SPED 5250 Behavior Management for Students with Special Needs 3 hours
- SPED 5260 Career Preparation for Students with Special Needs or SPED 5410 Computer Software Adaptations 3 hours
- EDUC 5080 Planning for the Inclusive Classroom 3 hours

*All of the above courses are required to complete the requirements for initial Missouri teacher certification in Mild/Moderate Disabilities: Cross-Categorical.

**Both courses are approved substitutes for Child Psychology, Adolescent Psychology, and Educational Psychology.

The following courses (or equivalent courses) are also required for a Missouri initial teacher certificate in Mild/Moderate Disabilities: Cross Categorical:

- EDUC 5220 Contemporary Educational Issues
- MATH 4310 Methods and Materials for Teaching Mathematics***
- ***May not be used to meet the requirements of a MAT degree.

Two courses from the following (minimum of 5 hours):

- COMM 5820 Foundations in Reading Instruction
- COMM 5830 Emergent Literacy
- COMM 5840 Reading and Writing as Cognitive Processes
- COMM 5920 Teaching Reading in Content Fields
- COMM 5960 Differentiated Reading Instruction

Methods II Review and Application to SPED 5090, Practicum
Immediately following SPED 5381, Methods for Students with Mild/Moderate Disabilities II and prior to registration in SPED 5090 Special Education Practicum (Mild/Moderate Disabilities: Cross-Categorical), students are required to demonstrate proficiency in the pedagogical competencies required for Missouri initial
teacher certification in Mild/Moderate Disabilities, based on Missouri Standards for Teacher Education Programs, and the Council for Exceptional Children Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums. Students are advised to contact their advisor for more information regarding the Methods II review. Registration in SPED 5090, Special Education Practicum (Mild/Moderate Disabilities: Cross-Categorical) must be approved by the student's advisor.

Application to SPED 5091, Apprentice Teaching
Successful completion of SPED 5091, Apprentice Teaching, is required to meet the graduation requirements of the MAT in mild/moderate disabilities. This requirement may be completed by registration in a traditional 16-week apprentice teaching experience. Students who are full-time paraprofessionals or teachers in an approved educational setting may be awarded credit through credit by experience. Application and registration in SPED 5091 must be approved in writing by the student's advisor and the program coordinator.

Eligibility requirements for acceptance to SPED 5091, Apprentice Teaching
- Students must have successfully completed all but two required courses for initial teacher certification in Mild/Moderate Disabilities.
- Students must have passed with a score equal to or greater than the Missouri qualifying score the Praxis II Content Knowledge examinations in Mild-Moderate: Cross Categorical Disabilities (K-12) (#0353 & #0542) prior to registration in SPED 5091, Apprentice Teaching. Students are limited to no more than two opportunities to pass either of the examinations.
- Students must have successfully completed, with a grade of B or better, the requirements of SPED 5090, Practicum (Mild/Moderate Disabilities).

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

Admission Requirements
- Undergraduate CUM GPA of 2.75
- B- or better in a college level math course
- B- or better in a college level composition course

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Multidisciplinary Studies

Advancement To Candidacy
After completing 9 credit hours in the major, and before twenty-one hours (21), all MAT students majoring in mild/moderate disabilities are required to advance to candidacy. Students are required to have successfully completed with a grade of B- or better, one of SPED 5860 Psychology of Exceptional Students (or its equivalence) or EDUC 5220 Contemporary Educational Issues (or its equivalence), and SPED 5030, Students with Mild/Moderate Disabilities. Students must be accepted into the Mild/Moderate Disabilities Teacher Certification program (contact the School of Education Teacher Certification Office for more information). Students may be restricted from registering in further coursework, until advanced to candidacy. Please refer to the Advancement to Candidacy section in this catalog for specific guidelines.

Transfer of Credit
Students may request to transfer up to twelve (12) hours of graduate-level credit from another accredited graduate institution. Students who have graduated from Webster University may transfer up to twelve (12) hours of 4000 level coursework in special education. The course(s) being transferred must meet the following criteria:
- The course is required to achieve the program goals and is relevant to the student's major.
- The course carries upper division (4000) or graduate credit toward an accredited master's degree program at the sponsoring institution.
- The course was not used to fulfill requirements for another degree.
- The course must carry a grade of A, B, or Credit.
- The course must have been completed within five years before admission into the program.
- The course is not on the list of required courses to be taken while in residence at Webster University.

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.
**Missouri ESOL Certification**

**Program Description**
All students pursuing the Missouri ESOL Certification or the Webster TEFL Certificate will be considered degree-seeking students and will have the option to pursue one of the MA TESL tracks within 5 years from the start of their TESL coursework.

See also:
- Teaching English as a Second Language (MA)
- Teaching English as a Foreign Language (Certificate)

**Program Curriculum**

21 credit hours

**Required courses (18 credit hours)**
- TESL 5230 Second Language Acquisition 3 hours
- TESL 5350 Intercultural Communications 3 hours
- TESL 5030 Historical Linguistics 3 hours
- TESL 5220 Curriculum Development in Second Language Classrooms 3 hours
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods 3 hours
- TESL 5040 Practicum in ESOL 3 hours

**Electives (3 credit hours)**
- COMM 5440 Integrated Language Arts 3 hours
- COMM 5340 Language Arts Seminars: Teaching Language and Language Issues 3 hours
- COMM 5290 Interpersonal Communication 3 hours
- TESL 5311 Principles and Practices of Language Testing 3 hours
Program Descriptions
Webster University offers the master of music (MM) 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 (MA) with a major in music. The MM and the MA programs conform to the guidelines specified by the National Association of Schools of Music for accreditation. Webster University is a full member of the National Association of Schools of Music.

Master of Music (MM)
Graduates of the MM 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 the major professor, the Director of Graduate Studies in Music, and the Committee for Graduate Studies in Music.

Master of Arts (MA)
The MA in music is offered without an official area of specialization, although any one or more of several fields within music may be emphasized through elective courses that meet individual needs and career goals. The area of emphasis will be determined by the student in consultation with the graduate committee and the Director of Graduate Studies in Music.
In contrast to the performance-related MM, academic studies in music and related fields are emphasized in the MA in music degree program. Performance and creative musical endeavors, however, will be central to the course of study for many students.

Graduates of the MA 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.

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

Admission Requirements
Students seeking admission to the MM or the MA in music programs must submit or complete the following:
• An official transcript that documents the awarding of a baccalaureate degree in music from an accredited institution.
• 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.
• 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.
• Three letters of recommendation, at least two of which should be from former music teachers

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

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 MM 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 MM 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 a 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 will be assessed on knowledge of repertoire, diction, and language phonetics. Applicants will perform five works from memory, including oratorio/ opera 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.
Leigh Gerdine College of Fine Arts

Music (MA and MM)

Master of Arts
Applicants should follow the guidelines for their instrument or interest area as listed previously. 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 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 MM and MA students. This departmental policy manual constitutes an extension of the 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.

Graduate Oral Examinations
The Graduate Oral Examination is required of all students at the graduate level. This examination is based on the student’s program of study, and includes topics in music history and literature, music theory, and the area of emphasis. Students are expected to demonstrate the ability to integrate and interpret materials and issues in the major field. The exam emphasizes topics dealt with directly in the student’s thesis, recital, or other major project presented in fulfillment of the degree requirements. This is an oral examination conducted by a committee that is appointed by the Director of Graduate Studies, in consultation with the Director of the area of study and other members of the faculty. The committee will include a majority of full-time faculty members.

Those students in the MME programs are also required to complete a written comprehensive examination.

Students who fail the oral examination may retake it upon the recommendation of the committee.

Master of Music
Composition Emphasis
The composition program at Webster focuses primarily on contemporary concert 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 4360 Survey of Music Business 3 hours

MUSC 4950 New Music Ensemble 1 hour
Major Ensemble: 1 hour
   MUSC 4910 Webster University Chorale
   MUSC 4920 Webster University Choral Society
   MUSC 4940 Webster University Symphony Orchestra
   MUSC 4980 Webster University Wind Ensemble
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 of 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
AUDI 4650 Advanced MIDI Applications: Film Scoring 3 hours
MUSC 4020 Sixteenth-Century Counterpoint 3 hours
MUSC 4030 Eighteenth-Century Counterpoint 3 hours
MUSC 4340 Jazz Scoring and Arranging I 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 MM in jazz studies allows for students to emphasize composition or performance. Students who elect to emphasize jazz history may pursue the MA 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 4360 Survey of Music Business 3 hours

Performance Emphasis
The MM 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUSC 5000 Applied Music: Major Instrument (four semesters)</td>
<td>8</td>
</tr>
<tr>
<td>MUSC 5100, 5110 Analytical Techniques I, II</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 5120, 5130 Seminar in Music Literature I, II</td>
<td>6</td>
</tr>
<tr>
<td>Major Ensemble-2 semesters</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 4910 Webster University Chorale</td>
<td></td>
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<tr>
<td>MUSC 4920 Webster University Choral Society</td>
<td></td>
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<tr>
<td>MUSC 4940 Webster University Symphony Orchestra</td>
<td></td>
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<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Two public recitals</td>
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</tr>
<tr>
<td>Oral examination</td>
<td>0</td>
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<tr>
<td>Total:</td>
<td>32</td>
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## Suggested Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUSC 4010 Composition</td>
<td>1-4</td>
</tr>
<tr>
<td>MUSC 4030 Eighteenth Century Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 4150 The Art Song</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 4160 Operatic Literature*</td>
<td>3</td>
</tr>
<tr>
<td>Major Ensemble-2 semesters</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 4930 Voice Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUSC 4800 Advanced Topics in Music</td>
<td></td>
</tr>
<tr>
<td>MUSC 4810 Advanced Aural Skills</td>
<td></td>
</tr>
<tr>
<td>MUSC 4920 Webster University Opera Studio (MM vocal performance majors)</td>
<td></td>
</tr>
<tr>
<td>MUSC 4990 Webster University Opera Studio (MM vocal performance majors)</td>
<td></td>
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<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Two public recitals</td>
<td>0</td>
</tr>
<tr>
<td>Oral examination</td>
<td>0</td>
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<td>Total:</td>
<td>32</td>
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## Required Courses for Vocal Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 5000 Applied Music</td>
<td>8</td>
</tr>
<tr>
<td>MUSC 5100, 5110 Analytical Techniques I, II</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 5120, 5130 Seminar in Music Literature I, II</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 4160 Lyric Diction</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 4150 The Art Song</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 4160 Operatic Literature*</td>
<td>3</td>
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<tr>
<td>Major Ensemble-2 semesters</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 4910 Webster University Chorale</td>
<td></td>
</tr>
<tr>
<td>MUSC 4920 Webster University Choral Society</td>
<td></td>
</tr>
<tr>
<td>MUSC 4990 Webster University Opera Studio (MM vocal performance majors)</td>
<td></td>
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<tr>
<td>Electives</td>
<td></td>
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<tr>
<td>Two public recitals</td>
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<tr>
<td>Oral examination</td>
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<td>Total:</td>
<td>32</td>
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## Suggested Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 4250 Voice Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 4800 Advanced Topics in Music</td>
<td>2-3</td>
</tr>
<tr>
<td>MUSC 4810 Advanced Aural Skills</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 4930 Webster University Camerata Singers</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 4990 Opera Studio</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 5000 Applied Music</td>
<td>1-2</td>
</tr>
<tr>
<td>MUSC 4360 Survey of Music Business</td>
<td>3</td>
</tr>
</tbody>
</table>

## 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, Aquinas Institute of Theology, or another seminary. A minimum of 24 graduate credit hours will be earned at Webster University and a minimum of 8 credit hours at Eden Seminary.

## Eden Seminary Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liturgy course (consult with your adviser)</td>
<td>2-3</td>
</tr>
<tr>
<td>B111 or B112 Biblical Studies I or II</td>
<td>3</td>
</tr>
<tr>
<td>B113 or B114 Biblical Studies III or IV</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Music (MA and MM)

Electives to be selected from the following: (1-4 hours)

- Webster University Courses
  - MUSC 4250 Voice Pedagogy 2-3 hours
  - MUSC 4810 Advanced Aural Skills I 2 hours
  - MUSC 5010 Composition 1-3 hours
  - MUSC 5500 Music Education courses 1-3 hours

Seminary Courses
Elective courses taken at Eden Seminary, or at another 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 MM curriculum or MAT curriculum. The music education program is a 32-credit-hour program. Applicants to the music education degree program adhere to the admission requirements for all graduate degrees in music.

Required Courses

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

Electives

Electives in music education 6 hours
Electives in music, music education, and/or education
(MAT and others as approved) 6 hours

Total: 32 hours

Suggested Electives

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

MA in Music
The MA 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 Analytical 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 4920 Webster University Choral Society
  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
- MUSC 4810 Advanced Aural Skills 2 hours
- MUSC 4990 Opera Studio 1 hour
Degrees & Certificates

Leigh Gerdine College of Fine Arts

Music (MA and MM)

MUSC 5200 Independent Study 1-3 hours
MUSC 4360 Survey of Music Business 3 hours
MUSC 5320 Advanced Instrumental Conducting 1-4 hours
MUSC 5330 Advanced Choral Conducting 1-4 hours

Library Holdings
Books, periodicals, scores, 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, The Music Index, and RILM.

Graduate Assistantships
The Department of Music offers graduate assistantships in jazz studies, music theory, orchestra, and choral music. 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.
Graduate Certificate in Nonprofit Management

Program Description
The Certificate in Nonprofit Management delivers a series of business-focused nonprofit courses for graduate students with business or non-business undergraduate majors. Courses focus on developing real-world nonprofit management skills. Students will learn to address both the organization's mission and the business of becoming self-sustaining. Students demonstrate these skills by developing and presenting a comprehensive program plan for a viable nonprofit venture to a review panel made up of nonprofit executives in the capstone course. Students completing the program will be awarded a Certificate in Nonprofit Management from the George Herbert Walker School of Business & Technology.

The program is comprised of six 3-credit hour courses. A common thread running through all courses provides each student with the opportunity to focus all course projects on their individual nonprofit business concept. Students must take a total of six courses from the list of courses given below.

Requirements
Nonprofit Management Core and Capstone - (Required for all students)
MNGT 5010 Nonprofit Organizations - Context, Legal Structure, Organization, and Practice
HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits
MRKT 5010 Marketing for Nonprofits
BUSN 5210 Financial Management for Nonprofits
MNGT 6010 Planning and Program Evaluation - A process in Nonprofit Organizations (Capstone)

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Program Description
The master of science degree in nurse anesthesia 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.

Learning Outcomes
Upon completion of the program the students should be able to:

Professional:
• Discuss and define the Scope of Practice of the CRNA
• Discuss current issues pertaining to the practice of nurse anesthesia
• Demonstrate professional attributes through attendance and participation in local, state and national professional organizational meetings and events.
• Demonstrate strong ethics and personal integrity in all professional pursuits to include the delivery of quality and safe anesthesia to the community we serve.
• Maintain AANA Associate membership until certification is obtained.
• Demonstrate professional behaviors in the classroom, clinical settings and organizational activities.

Didactic:
• Develop a strong and comprehensive knowledge base necessary for the safe and effective delivery of anesthesia evidenced by academic progression with a B or better average.
• Demonstrate requisite knowledge of content learned as evidenced by bi-annual Self Evaluation Examination (SEE) scores at or above median range for year in program.
• Proposed, developed, completed and defended a research thesis demonstrating a thorough understanding of the research and scientific method.
• Pass the National Board Certifying Exam for Certified Registered Nurse Anesthetists.

Clinical:
• Advocate for patient safety at all times.
• Perform a thorough preanesthetic assessment and physical examination,
• Develop an anesthesia care plan based on reported patient health conditions and physical exam.
• Perform relevant patient and family teaching.
• Obtain informed consent for anesthesia services.
• Administer and manage a variety of anesthetic techniques, to include MAC, regional and general anesthetic techniques.
• Provide advanced airway management skills.
• Safely emerge patient from the anesthetic and transport to the Post Anesthesia Care Unit (PACU).
• Transfer care to PACU staff.
• Recognize and manage any post anesthetic conditions in PACU.
• Maintain accurate record keeping of anesthetic experience.

Clinical Education Partners
Sites for beginning level (first year) clinical experiences may include DePaul Health Center, 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 (second year) and advanced (third year) levels at any of our affiliated institutions. They include Cardinal Glennon Children’s Hospital, DePaul Health Center, Des Peres Hospital, Forest Park Hospital, HealthSouth Outpatient Surgery Center, Jefferson Memorial Hospital, Lake Regional Hospital, Missouri Baptist Medical Center, Phelps County Regional Medical Center, St. Joseph’s Hospital in Kirkwood, St. Louis University Hospital, the Veteran’s Affairs Medical Center.

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
Nurse Anesthesia (MS)

BIOL 5320 Advanced Anatomy and Physiology III, including lab
BIOL 5250 Biostatistics for Nurse Anesthesia I
BIOL 5280 Biostatistics for Nurse Anesthesia II
BIOL 6235 Cell Biology
BIOL 6650 Developmental Biology
BIOL 6300 Epidemiology
BIOL 5780 Genetics
BIOL 5800 Introduction to Research
BIOL 6500 Immunology
BIOL 6600 Microbiology
BIOL 6640 Microbiology II
BIOL 6460 Neuroendocrinology
BIOL 5900 Pathophysiology I
BIOL 6100 Pathophysiology II
BIOL 5700 Pharmacology I
BIOL 6000 Pharmacology II
BIOL 6200 Pharmacology III

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

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

Required Thesis Courses
BIOL 6310/6320/6330/6340/6350/6360: Research/Thesis Project I-VI
Number of required hours: 75 hours

Academic Performance
Students must earn a minimum cumulative GPA 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 nurse anesthesia program.

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

Admission Requirements
Requirements for admission to the nurse anesthesia program include:
1. Current RN license. Out-of-state applicants must obtain a Missouri Nursing License once admitted into the program.
2. Bachelor's degree in nursing or equivalent related basic science degree from a fully accredited college. Coursework in organic chemistry and physics is strongly recommended.
3. A cumulative GPA of 3.0 on a 4.0 scale for undergraduate studies or evidence of outstanding post-graduation academic achievement.
4. A minimum of one year of experience in an acute care setting as a professional registered nurse. (Two years preferred in an adult ICU setting)
5. Current ACLS, BLS and CCRN certification. (PALS certification strongly recommended.)
6. A personal interview.

Application Process
Application deadline date: November 1 for enrollment in the following August term
Submit all the following documents to the Office of Admissions. Address is below.
1. A completed Nurse Anesthesia Program application submitted online.
2. A non refundable application fee.
3. Official transcripts from all universities, colleges, and professional schools.
4. A one-page cover letter explaining why you have chosen to pursue the nurse anesthesia field, including any relevant information you would like the Admissions Committee to consider regarding your qualifications as an applicant.
5. A current résumé.
6. Current copies of certifications - BLS, ACLS and CCRN. (PALS if you have one)
7. Three letters of reference that provide an assessment of professional performance, continuing education, character traits, and knowledge of nurse anesthesia practice.
8. One assessment from a CRNA
9. One assessment from an immediate supervisor
10. One assessment from a professional
11. Any additional supporting information you wish to include, such as copies of certifications, awards, honors, and/or publications within the past 2 years.
12. A copy of your green card if you are a U.S. permanent resident.

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Nurse Anesthesia Department
- Selected students will be invited on campus for a personal interview
- Offers of Admission will be extended to 20 students for entry into the degree program for the fall term
- Students are required to submit a deposit to secure their position in the class

Continuous Enrollment
Graduate students enrolled in the nurse anesthesia program must maintain continuous enrollment, or request special permission from the Program Director.
Nurse Educator (Certificate)

Program Description
The nurse educator certificate is a 12-credit-hour program designed for the registered nurse who has completed a MSN and is interested in a nursing education focus.

The program is offered at the St. Louis and Kansas City campuses.

Requirements
NURN 5210 Instructional Methods in Nursing (3)
NURN 5220 Curriculum Development and Evaluation (3)
NURN 5230 Teaching Practicum in Nursing I (3)
NURN 5240 Teaching Practicum in Nursing II (3)
**An elective which focuses on education may be substituted with the approval of the MSN Coordinator.

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

Admission Requirements
- 2.5 grade point average
- Master Degree in Nursing required
- Proof of RN licensure
- Minimum of one year of clinical experience
- Résumé describing scope, responsibility, and function of work experience
- Completion of application with fees
- Official transcripts
- Personal interview
Nurse Leader (Certificate)

Program Description
The nurse leader certificate is a 12-credit-hour program designed for the Registered Nurse who has completed a MSN and is interested in a nursing leader focus.

The program is offered at the St. Louis and Kansas City campuses.

Requirements
NURN 5410 Leadership in Nursing (3)
NURN 5420 Financial Issues for Nurse Leaders (3)
NURN 5430 Legal Issues for Nurse Leaders (3)
NURN 5440 Leadership in Nursing Practicum I (3)

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

Admission Requirements
• 2.5 grade point average
• Master Degree in Nursing required
• Proof of RN licensure
• Minimum of one year of clinical experience
• Résumé describing scope, responsibility, and function of work experience
• Completion of application with fees
• Official transcripts
• Personal interview
Program Description
The master of science in nursing (MSN) program is designed for registered nurses with a BSN 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 MSN program are prepared for positions in nursing education or leadership roles in a variety of settings. The program requires the completion of 36 credit hours. Courses are scheduled in an eight-week format.

The MSN program is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road N.E., Suite 850, Atlanta, Georgia, 30326, 404-975-5020. 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.

Learning Outcomes
Upon completion of the program, students should be able to:
- Analyze theories for application to research and practice.
- Analyze the impact of policy, organization, and financing of health care on systems.
- Apply family systems nursing with clients across the health illness continuum.
- Integrate cultural understanding in professional practice.
- Analyze ethical issues relevant to practice.
- Analyze research for application to practice.
- Integrate principles of effective communication in professional settings.
- Implement the role of nurse educator or nurse leader in professional practice.
- Synthesize concepts from theory, research, and practice into a final project.
- Contribute to the nursing profession through service and lifelong learning.

Program Curriculum
The 36 credit hours required for the MSN 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 MSN. 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

General Requirements
The student in this graduate program is subject to the policies and procedures for graduate studies and the MSN program.

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

Admission Requirements
Admission to the MSN 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 MSN program are as follows:
- A bachelor of science in nursing (BSN) accredited by the National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE);
- Current licensure as a registered nurse in the United States and eligibility for licensure in Missouri;
- A minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale;
- Completion of an undergraduate statistics course with a grade of C or better;
- A minimum of one year of clinical experience in nursing;
- Completion of the MSN program application along with the application fee and official transcripts from all colleges, universities, and schools of nursing;
- Three academic and/or professional recommendations;
- A curriculum vitae describing scope, responsibility, and function of all work experience;
College of Arts & Sciences

Nursing (MSN)

- A brief essay (500 words or less) clearly describing the applicant's educational and professional objectives for graduate study;
- A personal interview.

**SEND ALL REQUIRED DOCUMENTS TO:**
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

**Continuous Enrollment**
Students in the MSN 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.

**Practicum Evaluation**
In courses with a clinical/practicum component, students must receive a grade of “Satisfactory” in the clinical/practicum portion to pass the course. Unsatisfactory completion of the clinical/practicum component of the course results in automatic failure of the course.
Online Teaching and Learning (Certificate)

Program Description
The online teaching and learning certificate is a 20 credit hour program designed to provide students with the tools and knowledge to work in the field of online teaching and learning. The certificate may be earned as part of the masters degree program or as a stand-alone graduate certificate.

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

Requirements

**Required Courses (17 credit hours)**
- EDTC 5460 - Curriculum Design Technology (3)
- EDTC 5465 - Instructional Design (2)
- EDTC 5840 - Designing an Online Curriculum (3)
- EDTC 5820 - Designing an Online Course-Part I (2)
- EDTC 5825 - Designing an Online Course-Part II (2)
- EDTC 5830 - Video Conferencing for Educators (3)
- EDTC 5633 - Adult Learning and Technology (2)

**Electives (3 credit hours)**
- EDTC 5338 - Evaluating Emerging Technologies (3)
- EDTC 5340 - Modeling Data to Enhance Instruction (3)
- EDTC 5637 - Systemic Change Theory & Technology (3)
- EDTC 5900 - Technology, Ethics, and Society (3)

**Admission**
Students who are interested in applying to this certificate program should see the Admission Section found in the front of this catalog for general requirements.
Paralegal Studies (Certificate)

Program Description
The certificate program in paralegal studies is designed to provide the theoretical and practical education needed by those who work or desire to work as paralegals (legal assistants). It is important to note that, at present, there is no state or federal licensure of paralegals, and that successful completion of Webster’s certificate program should not be construed to imply state, federal, or board certification.

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

Requirements
The 24 credit hours required for the graduate certificate in 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 5300 Ethics for the Legal Professional
- 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

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

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

Admission
Students who are interested in applying to this certificate program should see the Admission Section found in the front of this catalog for general requirements.
Pedagogical Coordination in the Reggio Emilia Approach

Certificate

Reggio Emilia Version
This is a graduate certificate program in partnership with University of Modena at Reggio Emilia, Reggio Children, the Municipal School System of Reggio Emilia, Italy and Webster University. Students who complete this program will earn a graduate diploma from the University of Modena and Reggio and a Graduate Certificate from Webster University.

To participate in this program students must have basic level understanding and usage of both English and Italian. The program consists of two semesters of full time university study and internship experience in Reggio Emilia, Italy. Students will take coursework through the University of Modena, Reggio, and Reggio Children and complete a two-semester internship in the municipal infant toddler and preschool centers of Reggio Emilia, Italy. Webster University faculty will co-teach this program via online and face-to-face interaction.

St. Louis Version
This is a partnership between Webster University, Reggio Children, the University of Modena, at Reggio Emilia and the Maplewood Richmond Heights School District. The program is intended to be a mirror image of the Graduate Certificate program offered in Reggio Emilia, but experienced at Webster University in St. Louis.

The program consists of two semesters of full time university study and internship experience in St. Louis, MO. Students will take coursework through Webster University in collaboration with the University of Modena at Reggio Emilia and Reggio Children. Students must complete a two-semester internship in the Maplewood Richmond Heights Early Childhood Center in the St. Louis area. University of Modena and Reggio faculty will co-teach this program via online and face-to-face interaction.

Requirements

ECED 5750 Negotiated Learning: The Reggio Emilia Approach to Early Education 3 hours
ECED 5820 Creating Learning Environments 3 hours
ECED 5870 Expressive Languages 3 hours
ECED 5800 Applied Research 3 hours
ECED 5810 Pedagogical Internship 3 hours
ECED 5811 Pedagogical Internship 3 hours

The university coursework will be totally integrated with the internship.

Admission

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

Admission Requirements

• Cumulative GPA of 2.5
• Admissions Essay: Proficient Score of 2.5 or above
• Essay: What motivated you to become an early childhood educator? Based on the following mission statement, program description and candidate learning goals, how do you think your participation in Webster’s ECED Pedagogista program will help you to accomplish your personal and professional goals?

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Communication Arts, Reading and Early Childhood
Advanced Graduate Certificate

Program Description
This program is targeted to educators and other qualified professionals who are interested in pursuing careers as state-wide, regional, or district-wide PBIS developers and consultants. The focus is on building capacity of school districts, regional consortia, and state agencies to plan and implement tiered prevention systems to improve social behavior and learning outcomes for K-12 students. The advanced graduate certificate in positive behavioral interventions and supports (PBIS) may be issued alone or in conjunction with the MA degree. Students seeking this advanced 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 advanced graduate certificate program is the same as that described in the Grades section of this catalog.

Requirements
Students may receive the graduate certificate by completing a minimum of 18 credit hours from the SPED courses listed below.

- SPED 5700 School-Based Prevention/Intervention: RTI and PBIS 3 hours
- SPED 5701 Universal School-Wide PBIS 3 hours
- SPED 5702 Secondary Prevention: Targeted Group Interventions 3 hours
- SPED 5703 Applying PBIS: Functional Behavior Assessment/ and Behavior Support Planning/Implementation 3 hours
- SPED 5704 PBIS Systems Leadership: Staff Development & Coaching 3 hours
- SPED 6000 Applied Field Experience 3 hours

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

Business and management programs are ACBSP accredited.

Learning Outcomes

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

Program Curriculum

The 36 credit hours required for the master of arts (MA) or the 48 credit hours required for the master of business administration (MBA) must include the following courses for a major/emphasis in procurement and acquisitions management:

- PROC 5000 Procurement and Acquisitions Management (Requisite Course)
- 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 George Herbert Walker School of Business & Technology majors.

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

Admission

Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Program Description
The mission of the MA in psychology with an emphasis in counseling psychology program is to provide its participants with the knowledge and skills necessary to become competent in counseling psychology through academic and experiential learning. The program aims at educating future psychologists who have sound knowledge of the theory and practice of counseling psychology, who are competent consumers and creative producers of social science research, who are competent in counseling practice, and who are ethical and sensitive to the cultures, values, and worlds of various clients.

Viewing research and practice as interdependent and mutually supporting, the MA in psychology with an emphasis in counseling psychology program is based on the scientist-practitioner training model. The program is committed both (1) to preparing counseling psychologists for advanced doctoral studies in psychology and (2) to providing training and experience that prepare students for practice. Its goal is to train psychologists who have a sound knowledge of the bases of counseling and psychotherapy. Adopting a multicultural perspective, the program also emphasizes the importance of multicultural competence in both research and practice.

The MA in psychology with an emphasis in counseling psychology is ONLY available at the Webster University Vienna campus and is NOT designed to prepare individuals for a career in professional mental health counseling, marriage/couple, family and child counseling, school guidance and counseling, and community counseling in the United States.

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

- Explain the main approaches to counseling and psychotherapy and the role of the therapeutic relationship.
- Describe important theories of human development and examine their significance to counseling psychology.
- Discuss the major categories of psychological disorders and use this knowledge to assess and diagnose psychopathology.
- Describe the mechanisms of action for a variety of psychopharmacological agents and evaluate the role of psychopharmacology in counseling psychology.
- Describe the importance of professional ethics and demonstrate how ethical standards and legal requirements are relevant to the practice of counseling and psychotherapy.
- Administer and interpret various widely-used psychological tests.
- Construct the appropriate research design, collect data, and implement the necessary statistical techniques to answer research questions relevant to counseling psychology which adds to the discipline.
- Demonstrate practical counseling skills that can be applied to individuals and groups to address a broad range of issues and settings.
- Integrate theory, experience, behavioral observation and analysis to systematically enhance counseling knowledge and skills.
- Evaluate the appropriateness of various counseling approaches to different cultures, values, and worldviews of various clients and choose appropriate approaches.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5000 Bases of Counseling Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 5100 Approaches to Counseling and Therapy</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 5200 Advanced Developmental Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 5300 Psychopathology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 5400 Research Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 5500 Assessment</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 5600 Group Processes and Group Therapy</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 5700 Psychopharmacology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 5800 Ethical and Legal Foundations</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 5900 Applied Statistics and Research Methods</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 6000 Special Topics in Counseling Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 6100 Master’s Thesis</td>
<td>6 hours</td>
</tr>
<tr>
<td>PSYC 6200 Practice and Supervision</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 6300 Internship</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

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

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

- A personal interview with senior program faculty members is required prior to admission decision.

SEND ALL REQUIRED DOCUMENTS TO:

Admissions Office
Webster University
Berchtoldgrasse 1
1220 Vienna
Austria
admissions@webster.ac.at

Additional Information
The student is subject to the policies and procedures for graduate studies found within this catalog. As stated in the academic policies and procedure guidelines, the MA in psychology with an emphasis in counseling psychology is excluded from dual major and sequential degree options. Courses in the program are available only to those admitted to the MA in psychology with an emphasis in counseling psychology program unless permission is granted by the instructor and/or the department. All non-degree seeking students must meet program prerequisites. Seek advisement for appropriate course selection.
Program Description
The master of arts (MA) degree in public relations is intended for students who have both an interest and background in public relations. The MA in public relations is a specialized concentration available to individuals who qualify for the program.

All students entering this program are required to consult with a School of Communications academic advisor prior to registration. Qualifications and prerequisite course requirements will be discussed at that time. Qualifications include a strong educational background or a minimum of three years of relevant professional experience in this area. A résumé may be requested to determine professional experience. Students without a strong educational background or three years of relevant professional experience in public relations are required to enroll in 6 credit hours of prerequisite course work.

Students must earn a grade of “B” or better in the prerequisite courses before they are allowed to enroll in graduate courses. The prerequisite courses are not counted toward the 36 credit hours required for the degree, nor are they considered as part of the credit hours required for advancement to candidacy.

Our degrees are theory and application based and are not intended to be production-oriented. Students interested in developing a creative portfolio or acquiring tactical production skills may wish to consider undergraduate course work in public relations.

This degree is also available online. Online courses require excellent organizational skills, self-direction, and motivation to master the challenges of this learning environment.

Learning Outcomes
Successful graduates of this program will be able to:

- Demonstrate expertise in problem identification, resolution development, and implementation for communication-related issues;
- Design and perform public relations research and understand findings, in order to solve an organization’s communications problems;
- Develop public relations plans for various internal and external audiences;
- Demonstrate strategic-level analysis and critical thinking;
- Assess and apply major tactical-level communication tools based on overall public relations plan strategy;
- Review trends and anticipate implications for future communications needs and challenges;
- Identify changes that could have an impact on public relations practices.

Prerequisite Courses
If prerequisite course work is required for admission into the program, students must complete a minimum of 6 hours of appropriate undergraduate courses as determined by a School of Communications academic advisor. These required courses must be listed on an official transcript. Prerequisite courses could include the following or their equivalents:

- PBRL 2100 Fundamentals of Strategic Communications and Public Relations
- PBRL 2920 Writing for Public Relations
- PBRL 4300 Crisis Communications Management
- PBRL 4800 Media Relations
- MEDC 1050 Introduction to Media Writing
- SPCM 3500 Presentations for Media Professionals

Program Curriculum
MEDC 5000 Media Communications is the requisite course in the public relations program. It examines communications theory and its application to mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications.

The required courses and electives listed may be taken as directed studies, subject to the conditions stated in the directed studies section listed under Academic Policies and Procedures and approved by the director of graduate studies.

The course of study for students working towards an MA in public relations is as follows. Any variation from this curriculum should be approved in advance using a program option request form.

Core Courses (21 credit hours)
- MEDC 5000 Media Communications (Requisite Course)
- MEDC 5310 Media and Culture
- PBRL 5322 Public Relations
- PBRL 5342 Writing for Public Relations or PBRL 5344 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:
- ADVT 5321 Advertising Decision-Making (special prerequisites)
- MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing
- MEDC 5300 Strategic Communications
- MEDC 5343 Writing for Media Communications: Scriptwriting
- MEDC 5345 Writing for Media Communications: Journalism
- MEDC 5400 Media Production Management
- MEDC 5430 Media Communications Technology
- MEDC 5460 Media Research
- MEDC 5500 Professional Seminars
- MEDC 5550 Topics in Media Communications
- MEDC 5600 Introduction to Interactive Communications
- MEDC 5650 Special Topics in Interactive Media
- PBRL 4190 Public Relations Research
- PBRL 4800 Media Relations
- PBRL 5323 Organizational Communications
- PBRL 5342 Writing for Public Relations (if not used as Core course)
- PBRL 5344 Speechwriting (if not used as Core course)
School of Communications

Public Relations (MA)

PBRL 5451 Communication Strategies for Investors and Financial Stakeholders
PBRL 5452 Communications Strategies for Public Affairs and Government Relations
PBRL 5453 Communication Strategies for Nonprofit Organizations
PBRL 5465 Crisis Management Communications
PBRL 5770 Multinational Public Relations

Admission

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

Reading (MA)

Program Description
The MA in reading fits into the unit’s overarching goals of developing knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. It is designed for teachers K-12 who want to increase their expertise in teaching reading or become master reading teachers, reading specialists or literacy coaches. Individuals who work in literacy within agencies or colleges may pursue the MA, also.

Coursework within the reading MA, built upon cognitive, socio-constructivist and socio-cultural theories in language and literacy learning, integrates all aspects of literacy including reading, writing, thinking, listening, speaking, and viewing. The program is aligned with both state and national standards for the reading teacher and specialist/literacy coach role. Candidates engage not only in diagnostic teaching to develop strategic readers, but they learn to teach for critical literacy to develop responsive readers.

Learning Outcomes
The following are learning outcomes for this major:
- develop a strong knowledge base in foundations of literacy and the reading process;
- learn about and be able to demonstrate and use best practices drawn from theory and research;
- become proficient in using a wide range of methods and materials, including visual media and technology, to meet needs of diverse learners;
- employ formal and informal assessments to identify strengths and needs of all learners and to inform teaching of whole group, small group and individual students;
- become effective in creating positive literacy environments to motivate and engage all learners;
- collaborate with teachers, school leaders, families and the community to enrich or reform practices;
- serve as a coach or supervisor to support excellence in teaching reading and as a leader to develop and support reading initiatives;
- engage in self-reflection and assessment for ongoing professional development.

Requirements
All reading majors take the following required courses:

Core courses
- COMM 5280 Written Communication 3 hours
- READ 5190 Language Development and Acquisition 3 hours
- READ 5777 Literacy Coaching 3 hours
- READ 5800 Applied Research 3 hours

Reading coursework
- READ 5860 Review of Reading Research 3 hours
- READ 5910 Investigations in Reading: Primary 3 hours
- READ 5188 Comprehension Strategies 3 hours
- READ 5940 Investigations in Reading: Grades 6-12 3 hours

Clinical coursework
- READ 5950 Diagnosis and Correction of Reading Problems 3 hours
- READ 5970 Practicum in Diagnosis of Reading Problems 3 hours
- READ 5980 Practicum in Remediation of Reading Problems 3 hours

If candidates have extensive experience and prior graduate coursework in a specific area, advisors may approve alternatives, such as READ 5870 Supervision of Reading Programs or COMM 5900 Reading Seminar. Students may transfer up to 6 credit hours of prior graduate work not used for another degree. A total of 33 credit hours are required for completion of the program. A total of 6 hours are in a review of research and the research project.

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

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

Thus, for candidates who choose this option, many of the courses in the reading major will also fulfill state requirements.

Additional courses for the state certification may have been taken in the undergraduate program or can be taken at the undergraduate or graduate level at Webster. These include:
- Child Psychology 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
- Psychoeducational Assessment or Evaluation of Abilities and Achievement 2-3 hours

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

After successfully completing 12 credit hours within the major, all MA degree-seeking students are required to be advanced to candidacy.
Admission
Students who are interested in applying to this degree program should also see the Admission Section found in the front of this catalog for general requirements.

Admission Requirements
SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141
Vision
To develop exemplary leaders for tomorrow's world.

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

Goals
The educational leader/candidate/graduate will demonstrate and model scholarship and lifelong learning skills.

The educational leader/candidate/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment.

The educational leader/candidate/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities.

The educational leader/candidate/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues and families.

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

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

5.1 Acts with Integrity
5.2 Acts Fairly
5.3 Acts Ethically

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

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

Program Requirements
The following courses are required for the EdS in school systems, superintendency and leadership:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSSL 6019: School Systems, Superintendency and Leadership: Educational Foundations</td>
<td>3 hours</td>
</tr>
<tr>
<td>SSSL 6020: Research I</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6021: Research II</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6022: School Systems, Superintendency and Leadership: Special Education Law and Legal Issues</td>
<td>3 hours</td>
</tr>
<tr>
<td>must be taken with Internship 6136</td>
<td>3 hours</td>
</tr>
<tr>
<td>SSSL 6024: School Systems, Superintendency and Leadership: Law</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6025: School Systems, Superintendency and Leadership: Administration</td>
<td>3 hours</td>
</tr>
<tr>
<td>SSSL 6026: School Systems, Superintendency and Leadership: Finance/ Management</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6027: School Systems, Superintendency and Leadership: Personnel Administration</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6028: School Systems, Superintendency and Leadership: Facilities</td>
<td>1 hour</td>
</tr>
<tr>
<td>SSSL 6029: School Systems, Superintendency and Leadership: Curriculum</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6030: School Systems, Superintendency and Leadership: Supervision</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6031: Seminar in School Systems, Superintendency and Leadership: School and Community Relations</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6032: Seminar in School Systems, Superintendency and Leadership: Issues/ Politics</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6123: Action Research I internship Step One</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6133: Action Research Internship Step Two</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6134: Optional Topics for Internship I</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6135: Optional Topics for Internship II</td>
<td>2 hours</td>
</tr>
<tr>
<td>SSSL 6136: Special Education Internship</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

General Requirements
The EdS requires satisfactory completion of 38 credit hours of curriculum. Students seeking administrative certifications must also hold valid teacher certification for the appropriate grade level or specialty area. Students seeking an out-of-state certificate must contact their State's department of elementary and secondary education for information on requirements for administrative certificates.

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

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

The EdS program consists of a prescribed curriculum that includes coursework, internships, and a capstone course. This course includes a formal review of the stu-
School Systems, Superintendency and Leadership (EdS)

dent’s portfolio of documented competencies or other faculty-approved methods of documenting established competencies.

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

Admission Requirements

• Completion of a master’s degree in education or a related field, such as social work, business, or communications.
• Superior academic ability at the graduate level with at least a 3.0 GPA.
• Official transcripts of previous undergraduate and graduate coursework; these must be sent directly to the Program Coordinator of the EdS Program in the School of Education.
• A current resume.
• At least three letters of recommendation from faculty and/or associates.
• An entry interview.

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

Essay Requirements
Education Specialist Essay Topic – How you will demonstrate and hope to continue to demonstrate the dispositions of ethics, integrity, and fairness (stipulated by ELCC and NCATE) as a future administrator?

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

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Multidisciplinary Studies
Science Management & Leadership (MS)

**Program Description**

The master of science (MS) in science management and leadership is designed for professional scientists and engineers who are advancing in their careers in management and leadership roles. The program aims to provide these professionals with competencies in project management, leadership, regulatory and quality affairs, intellectual property, business law, finance, marketing, communications, and ethics.

The program will provide a mentoring system and networking experiences. The program requires 36 credits with a core of 27 credits and an additional 9 elective credits.

**Learning Outcomes**

Upon completion of the program, students should:

- Demonstrate the ability to manage science based projects in accordance with Project Management Institute (PMI) standards.
- Demonstrate an understanding of the regulatory and quality affairs components of project management.
- Be able to write and present information clearly and effectively for a variety of audiences.
- Be able to apply ethical standards to all operations within and outside the company.
- Be able to collaborate and work on a team as well as work across departments.
- Demonstrate leadership skills.
- Recognize the importance of diversity.
- Be able to resolve conflicts.
- Be able to direct employee response to achieve common goals in a changing business environment.
- Be proficient in the budgeting and forecasting process.
- Understand the process of product development, the role of marketing, and how patents are involved in company market ventures.
- Understand legal issues and their relation to research, development and products.

**Program Curriculum**

The 36 credit hours required for the MS degree must include the following courses for a major in Science Management and Leadership:

- SCML 5050 Communication for Professional Science Management and Leadership
- SCML 5590 Ethics and Social Responsibility in Science Management and Leadership
- MNGT 5590 Organizational Behavior
- SCML 5800 Project Management
- SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership
- SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership
- BUSN 5200 Basic Finance for Managers
- SCML 6000 Practical Application in Science Management and Leadership

**Suggested electives:**

- BUSN 5630 Business Law
- INTB 5000 International Business
- PROC 5840 Negotiations
- PATA 5530 Ownership, Licensing, and Transfer of Intellectual Property
- HRMG 5690 Workforce Retention and Transitions: Theory and Practice

**Admission**

Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Secondary School Education (MAT)

Initial Licensure (Missouri)

Program Description
Webster’s MAT in secondary school degree program provides a strong foundation in content knowledge, adolescent development, and contemporary research supporting best practices. This degree emphasizes the principles and practices of inquiry based learning, differentiated instruction, and culturally responsive teaching.

This graduate degree program is designed to lead to initial Missouri Teacher Certification in Secondary School Education. Please note that certifications for Art, French, German, Music (Instrumental and Choral) and Spanish are for K-12.

1. Knowledgeable Learners
   a. understand, demonstrate, and apply in-depth knowledge of their chosen discipline(s).
   b. embrace the synergy of collaborative learning.
   c. understand how to guide students through a period of significant developmental change as emerging adults.

2. Informed Instructors
   a. develop curriculum and assessments based on the best educational theory, practice, research, national, state, and content standards.
   b. motivate students to learn by implementing instruction based on the developmental needs of adolescents.
   c. apply the best academic, social, and technological tools to address the needs of the 21st century learner.

3. Reflective Collaborators
   a. demonstrate collaborative skills in working with colleagues, students, and families in schools and communities to support student learning.

4. Responsive Educators
   a. recognize, appreciate, and respond to the needs of diverse learners based on theory and research of developmental sciences.
   b. create a positive, productive learning community that responds to the needs of individual learners.
   c. celebrate and integrate the talents and cultures of each student.

Program Requirements

Policies & Procedures
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.

Requirements for Missouri Initial Teacher Certification in Secondary Education
Students are advised to contact Webster University’s Teacher Certification Office for a transcript evaluation and information regarding teacher certification. Successful completion of a portfolio or teacher work sample is required prior to a recommendation for an initial teacher certification from the university to the Missouri Department of Elementary and Secondary Education (DESE).

Program Curriculum
To achieve Missouri state certification in Secondary School Education, students are required to take more than 33 credit hours and should consult with the Teacher Certification Officer in the School of Education to complete a transcript evaluation. This is necessary to identify the exact number of credit hours that an MAT candidate will require to complete certification with the degree.

Students must pass the Praxis Exam before Apprentice Teaching.

Note: Students are advised that the full initial certification in Secondary Education may require more hours than the listed hours required for the MAT degree.

Degree Requirements

The following courses are required for the MAT degree in Secondary Education

The following courses must be taken while in-residence at Webster University.

CMAT 5000 Teaching in a Diverse Society 3 hours
CMAT 5010 Curriculum Theory, Development, and Assessment 3 hours
CMAT 5015 Differentiated Instruction & Assessment 3 hours
EPSY 5170 Behavior Management 3 hours
COMM 5920 Teaching Reading in the Content Field 3 hours
COMM 5187 Secondary Techniques 3 hours

Clinical Experience
CMAT 5094 Practicum: Secondary School 1-2 hours
CMAT 5094 Section 30 Practicum Seminar 1 hour
CMAT 5095 Apprentice Teaching: Secondary School, B- or better 9 hours
CMAT 5096 Apprentice Teaching Seminar 1 hour

In each of the two curricular areas below, one course must be taken in residence and will count toward the degree.
Secondary School Education (MAT)

Developmental Psychology
SPED 5860 Psychology of the Exceptional Student 3 hours
EPSY 5810 Advanced Adolescent Psychology 3 hours
EPSY 5130 Educational Psychology 3 hours

Content Methods appropriate for chosen discipline area (3 hours)
Art - Secondary Art Methods (ART 4930)
English - Methods of Teaching English (EDUC 4110)
Foreign Language - Foreign Language Methods (ILC 5180)
Journalism - Methods of Teaching Secondary Publications/Advanced Adolescent Psychology (JOUR 4250)
Math - Methods of Teaching Secondary Math (MTHT 4460)
Unified Science - Methods of Teaching Secondary Science (SCIN 4060)
Social Studies - Methods of Teaching Secondary Social Studies (SOCS 5010)
Music - Instrumental Music Methods (MUSC 4220) or Music - Choral Literature and Techniques (MUSC 4080)

Six (6) hours of content area coursework are required for the degree and must be taken at Webster University.

All of the above courses are required to complete the requirements for initial Missouri teacher certification in the Secondary Education program.

Additional Certification Requirements determined after transcript review:
EDTC 5010 Classroom Technology

Students will choose one of the following content areas to complete their certification requirements (minimum GPA in content area = 3.0):

Art – K-12 minimum 33 hours
Art for the Elementary Grades (ART 3910)
Design
Drawing (COMM 5090)
Painting (COMM 5100)
Graphics (COMM 5400 Printmaking photography, serigraphy)
 Ceramics (COMM 5250)
 Sculpture (COMM 5560)
 Fibers (COMM 5559 Papermaking, weaving, macramé, fiber sculpture)
 History, Theory, Criticism in Visual Art (min. 3 credits)
 Art Electives
 COMM 5552 Multicultural Traditions in Art
 COMM 5551 Watercolors
 COMM 5510 Artists are Alive and Well

English: 30 hours
12 hours Composition, Rhetoric, Grammar:
 English Comp I (COMM 5280)
 English Comp II
 Teaching Writing (COMM 5199)
 Additional Composition Requirement (COMM 5347 Poetry Writing)
 5 hours Linguistics
  Historical Linguistics (COMM 5030)
  Contemporary Linguistics (COMM 5344)
 5 hours American Literature (include ethnic unit)
  American Novel (COMM 5391)
  American Poetry (COMM 5392)
  American Short Story (COMM 5393)
 5 hours English and/or World Literature
  World Literature (COMM 5398)
  Poetry on the Planet (COMM 5399)
  Contemporary World Literature (COMM 5395)
 3 hours English Methods
 3 hours Young Adult Literature (COMM 5020)

Foreign Language (Spanish, French, German) – K-12
Thirty (30) semester hours in the Foreign Language to be taught, or twenty-seven (27) semester hours plus two (2) or more earned units of high school credit in that language.

Coursework should include the understanding and appreciation of the foreign culture and civilization.

Students must demonstrate proficiency in the areas of listening comprehension, speaking, reading, and writing by obtaining a written release from the Department of International Languages & Culture.

Journalism: minimum 30 hours
3 hours News Writing & Reporting (JOUR 1030)
3 hours Editing (JOUR 2170)
3 hours Communications Law (MEDC 4100 or MEDC 5350)
3 hours Mass Communication Theory (MEDC 1010 or MEDC 5000)
3 hours Scholastic Publications (JOUR 5352)
6 hours from the following:
 Intro to Radio TV Journalism (BJRN 2410)
 Journalism: Layout and Design (JOUR 2300)
 Photojournalism (PHOT 2500)
9 credits from the following:
 International Photojournalism (PHOT 2870)
 History & Principles American Journalism or Media Literacy (MEDC 1630 or JOUR 2360)
 Advanced Reporting or Community Reporting or Feature Writing (JOUR 2140 or JOUR 3060 or JOUR 3130)
 Newspaper Production or Media Design (JOUR 3000 or MEDC 3350)

Math: minimum 30 hours
20 hours to include:
 Calculus & Analytic Geometry (min 8 hrs) (CALC I, II, III, IV, MTHC 5280)
 Algebraic Structures (MTHC 5360)
 Geometry (MTHC 5230, MTHC 5310)
 Computer Science (EDTC 5250, EDTC 5255 Python)
 Electives from above to equal 20 hrs
10 elective credits to include at least 3 of the following:
 Discrete Mathematics (MTHC 5230)
 Geometry for Teachers (MTHC 5310, MTHC 5250)
 Structure of the Real Number Sys (MTHC 5430)
 Number Theory (MTHC 5450)
 Completion of Calculus sequence (MTHC 5280)
 Probability & Statistics (MTHC 5330, MTHC 5390)
 Problem-Solving Strategies in Math (MTHC 5480)
 Logic (MTHC 5350)
 Linear Algebra (MTHC 5370)

Unified Science: Biology minimum 59 hours
3 hours History/Philosophy of Science & Technology (PHIL 2330)
8 hours Biology (to include Zoology & Botany w/labs)
8 hours Chemistry w/labs
8 hours Physics w/labs
8 hours Earth Science (Geology & Meteorology)
4 credits Environmental Science (SCIC 5080, EFGS 5000, EFGS 5260 [must be preapproved by faculty for relevance])
20 Additional hours in Biology to include: Zoology, Botany, Genetics, Cell/Biochemistry, Microbiology, Anatomy & Physiology, Ecology, Evolution

Social Studies: minimum 40 Hours
12 hours American History (to include 18th, 19th, 20th Century)
(SOCS 5270, SOCS 5750)
9 hours World/European History
(SOCS 5030, SOCS 5040, SOCS 5280, SOCS 5430)
6 hours Political Science
American / US Government (SOCS 5690 Am Govt)
Secondary School Education (MAT)

Political Science Elective (SOCS 5430, SOCS 5000 Constitutions, Courts, & Conflicts, SOCS 5690 Bill of Rights, SOCS 5790) 6 hours Behavioral/Social Sciences
Sociology (SOCS 5000 Multiculturalism, SOCS 5000 Global Awareness)
Anthropology/ Psychology
3 hours Economics (SOCS 5250, SOCS 5740)
3 hours Cultural/Regional Geography (SOCS 5260)
Social Studies Electives to equal 40 hours

Vocal/Choral Music: (K-12) minimum 30 Hours
Elementary School Music Methods (to include an introduction to ECED choral literature & musical instruments) (3 hours) MUSC 3210 or MUSC 5520 & 5530
Jazz Education Methods (MUSC 4320) (1 hour)
Theory (8 hours) MUSC 1010; MUSC 1020; MUSC 2010; MUSC 2020
History/Literature Music (4 hours) MUSC 2030; MUSC 2040
Beginning Conducting I (2 hours) MUSC 3410; MUSC 5560 & 5570
Piano (2 hours) or proficiency MUSC 0790; or MUSC 2001; or MUSC 2501; or MUSC 4001
Choral Arranging (2 hours) MUSC 4070
Applied Voice (6 hours) MUSC 2002 or MUSC 2502 or MUSC 4002
Choral Literature & Techniques (MUSC 4080; 2 hours)
Advanced Coral Conducting (MUSC 3420 or MUSC 5330) (2 hours)
Choral Ensemble (MUSC 4900 or MUSC 4910 or MUSC 4920) (2 hours)

Instrumental Music: (K-12) minimum 30 Hours
Elementary School Music Methods (to include an introduction to ECED choral literature & musical instruments) (3 hours) MUSC 3210 or MUSC 5520 & 5530 or MUSC 5410
History/Literature Music (4 hours) MUSC 2030; MUSC 2040
Beginning Conducting I (2 hours) MUSC 3410; MUSC 5560 & 5570
Piano (2 hours) or proficiency MUSC 0790; or MUSC 2001; or MUSC 2501; or MUSC 4001
Advanced Conducting I (2 hours)
MUSC 2030; MUSC 2040
Conducting I (2 hours) MUSC 3410; MUSC 5530 & MUSC 5560
Piano (2 hours) or proficiency MUSC 0790; MUSC 2001; MUSC 2501; MUSC 4001
Instrumental Methods/Techniques (6 hours)
(strings, brass, woodwinds, percussion) (MUSC 2121 & MUSC 2122 & MUSC 2123 & MUSC 2124)
Applied Major Instrument (4 hours) MUSC 2000; MUSC 2500; MUSC 4003; MUSC 4004
Instrumental Ensemble (MUSC 4940; MUSC 4960; MUSC 4970; MUSC 4980) (2 hours)
Advanced Instrumental Conducting (MUSC, 3420; MUSC 5320)
Instrumentation Arranging (MUSC 3070) (2 hours)
Application and Eligibility to CMAT 5094, Secondary School Practicum
Registration in CMAT 5094 Secondary School Practicum must be approved by the student's advisor by designated date one semester prior to when practicum is taken. Please see postings outside the School of Education Office or website, for specific deadlines. No late applications will be accepted. B or better is required for the practicum. Concurrent registration in CMAT 5094, Section 30 is also required. [http://www.webster.edu/education/students/resources.shtml].

Application to CMAT 5095, Apprentice Teaching: Secondary School
Successful completion of CMAT 5095 Apprentice Teaching: Secondary School is required to meet the graduation requirements of the MAT in Secondary Education. Application and registration in CMAT 5095 must be approved in writing by the student's advisor early in the semester prior to practicum taking place. Please see postings outside the School of Education Office or the website for specific deadlines. Students who are full-time paraprofessionals or teachers in an approved educational setting may be eligible to earn credit for Apprentice Teaching through an assessment process.

Eligibility requirements for acceptance to CMAT 5095, Apprentice Teaching
1) Students must have successfully completed all required courses for initial teacher certification in middle school.
2) Students must have successfully completed CMAT 5094 Secondary School Practicum with a B or better
3) Students must have passed the Praxis Exam with a score equal to or greater than the Missouri qualifying score prior to registration in CMAT 5095, Apprentice Teaching: Secondary School. Students are limited to no more than two opportunities to pass the Praxis. Please see www.ets.org for specific content area Praxis Exam information or the Coordinator of Teacher Certification in the School of Education.

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

Admission Requirements for the University
• Receipt of official transcript from the baccalaureate granting institution.
• Undergraduate CUM GPA of 2.5.

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the School of Education Graduate Initial Teacher Certification Committee

Degree Admission
Full acceptance into the School of Education MAT requires
1. An official transcript from an accredited baccalaureate degree granting institution.
2. A cumulative grade point average (GPA) of 2.50 or higher representing all higher education coursework completed.
3. B- or better in College Level Mathematics
4. B- or better in College Level Composition

Advancement to Candidacy
Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career. Candidates may continue enrolling in the program and demonstrating their knowledge, skills, and dispositions and mastery of program standards.

Advancement to Candidate occurs upon completion of:
1. Complete 12 hours of graduate credit with grades of B or better (including CMAT 5000).
2. Acceptance into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information).
3. Candidates must remain in good academic standing.
4. Candidates must maintain a CUM G.P.A. of 3.0 with no incomplete grades.

Students will be restricted from registering in further coursework, until advanced to candidacy. Please refer to the Advancement to Candidacy section in this catalog for specific guidelines and/or see your advisor.
Program Description

The master of arts (MA) in social science education is an advanced degree program for social science educators and other professionals seeking to expand their knowledge, skills and professional effectiveness working in current and emerging 21st century learning environments. The program aims to promote ongoing active reflection and participation as the central principle to the development of informed citizens in a democratic society.

Candidates in this program critically examine and explore foundational and contemporary issues that shape human interaction at the local, national and the global levels. Candidates study and become engaged as leaders and change agents to address current and emerging social, psychological, cultural, sociological, environmental, and educational issues. Creative thinking, innovative problem solving and critical inquiry are developed tools for meaning-making.

As part of Webster University’s mission, the social science MA program aims to transform students for global citizenship and individual excellence. The following themes are contained in the MA social science education courses:

- Global themes and issues in historical, modern, postmodern, and futuristic societies and human civilization
- Historical trends and developments at the local, national and global levels.
- Solving global problems, in such areas as poverty, educational disparity, prejudice and discrimination, war and violence, hunger and malnutrition, environmental degradation, and other social and human injustices.

Learning Outcomes

Candidates in the MA social science education degree program will:

- Demonstrate advanced knowledge of the specialty areas of the field as derived from the National Council for Social Studies (NCSS) Thematic Strands.
- Engage in reflection, questioning and critical analysis of prevailing assumptions that have driven the conceptualization and teaching of social sciences.
- Conceptualize, plan, implement and develop a scholarly research project or thesis that reflects original thought and practical knowledge which serves to advance the field of social science.
- Demonstrate knowledge of and reflection on transformative aspects of cultural, linguistic and other forms of diversity.

Requirements

A total of 36 credit hours are required for this major. After completing at least 9 credit hours within the major, MA degree-seeking students are required to apply for Advancement to Candidacy. Please refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

Students declare their emphasis areas and thesis track/non-thesis track options when they advance to candidacy.

With No Emphasis

This emphasis provides a more open course schedule outside of the emphasis areas in History & Government and International Relations and Area Studies. In this emphasis social science education majors can select courses across the Social Science spectrum.

Course Requirements

**Required Courses (9 hours)**

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

**Discipline and Specialization Courses (12 hours)**

- SOCS 5600 Globalization & Education: Systemic Perspectives 3 hours
- SOCS 5610 Interactive Explorations in History & Geography 3 hours
- SOCS 5840 Comparative Education Systems or EPSY 5800 Applied Research* 3 hours

*EPSY 5800 required for thesis (EDUC 6250)

**Open Area Courses (12 hours)**

Select 12 hours of coursework from the following:

- SOCS 5000 Interdisciplinary Course (May be repeated for credit when topic differs)
- SOCS 5080 Topics in Classroom Computing
- SOCS 5410 In-service Courses (May be repeated for credit when topic differs; with approval of advisor)
- SOCS 5400 Issues in Education (May be repeated for credit when topic differs)
- SOCS 5490 Seminars (May be repeated for credit when topic differs)
- SOCS 5580 Historical Biography
- SOCS 5740 Economics: Choices and Challenges
- SOCS 5750 Special Institute (May be repeated for credit when topic differs)

6 hours of electives or approved transfer courses

**Capstone or Thesis (3 hours)**

- SOCS 6001 Integrated Project in Social Science Education or
- SOCS 6250 Thesis in Social Science Education

**Total: 36 hours**

Emphasis in History and Government

The study of History and Government are important areas in the realm of the social sciences. Educators seeking advanced level work in this core area will find in this emphasis rigorous focus and analytical skills within these subject areas.

**Course Requirements**

**Required Courses (9 hours)**

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

**Total Program**

144
Discipline and Specialization Courses (12 hours)
SOCS 5600 Globalization & Education: Systemic Perspectives 3 hours
SOCS 5610 Interactive Explorations in History & Geography 3 hours
SOCS 5690 American Government 3 hours
or SOCS 5250 Topics in Economics 3 hours
or EPSY 5800 Applied Research* 3 hours

*EPSYS 5800 required for thesis (EDUC 6250)

Emphasis Area Courses (12 hours)
Select 12 hours of coursework from the following:
SOCS 5000 Interdisciplinary Course
(When topic is pertinent to History or Government; May be repeated for credit when topic differs)
SOCS 5400 Issues in Education
(When topic is pertinent to History or Government; May be repeated for credit when topic differs)
SOCS 5490 Seminars
(When topic is pertinent to History or Government; May be repeated for credit when topic differs)
SOCS 5680 Historical Biography
SOCS 5740 Economics: Choices and Challenges
SOCS 5750 Special Institute
(When topic is pertinent to History or Government; May be repeated for credit when topic differs)

Capstone or Thesis (3 hours)
EDUC 6001 Integrated Project in Social Science Education or
EDUC 6250 Thesis in Social Science Education

Total: 36 hours

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

Admission Requirements
Essay: What motivated you to become an educator and how do you think your participation in Webster's MA program will help you to accomplish your professional goals? OR how will Webster's MA in Social Science Education help you accomplish your personal and professional goals in the areas of social science teaching, curriculum development or program improvement for the 21st century learners?

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Multidisciplinary Studies
Program Description
The master of science (MS) 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 (MA) 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 MS degree program.

Business and management programs are ACBSP accredited.

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

Emphasis Areas
The MS 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 MS degree must include the following core courses for a major in space systems operations management with an emphasis in space systems engineering and technical management or with an emphasis in space systems acquisitions and program management:

Core Courses
Engineering and Technical Management
- SPSM 5000 Space Environment (Requisite Course)
- 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 5660 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 George Herbert Walker School of Business & Technology majors.

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Program Description
The master of arts (MA) program with a major in special education provides practicing educators, related professionals and other qualified individuals opportunities to study and research special education practices and services. Current issues and emerging trends are explored on a global level, with a strong focus on social justice and ethical themes at the local, national and or international level. The program emphasizes developmentally oriented theory and research in the areas of cognitive and socio-emotional development, and students are expected to use this knowledge to design and promote evidence-based interventions and instructional practices to enhance pupil learning. Candidates explore opportunities for collaboration and advocacy within their educational settings that are designed to improve the quality of life of individuals with disabilities in general. The program of study recognizes the rapidly changing dimensions of special education and promotes the philosophy of integrated and inclusive learning experiences for all children and youth.

The program offers students opportunities to individualize professional development by specializing in unique areas of study. The emphasis areas are designed to provide flexibility within a structured sequence of coursework. Students may choose to specialize in inclusive education, core academic instruction, mild/moderate disabilities, severe disabilities, emotional & behavioral disorders, academic and learning disorders, or Positive Behavioral Interventions Supports (PBIS).

These emphases are designed to:

- promote efforts to advocate for inclusive education for persons with disabilities.
- provide certain special educators who are currently teaching academic subjects increased expertise in teaching core academic subjects.
- offer practicing educators the learning opportunities that support teaching students with mild/moderate or severe developmental disabilities.
- lead to increased understanding of specific educational disabilities in relation to the identification, assessment and evidence-based interventions.

The master of arts in special education program does not lead to initial certification in special education. For more information about initial certification in special education (Mild/Moderate Disabilities), please refer to the Teacher Certification section under the MAT Mild/Moderate Disabilities section in the catalog.

Learning Outcomes
Graduates of this program are able to:

- analyze current issues and trends in special education on a global level.
- promote legal and ethical policy and practice that supports high quality education in inclusive settings (as is appropriate to the individual student’s needs) and improves outcomes for individuals with disabilities, at a local, national, and international level.
- actively design and improve effective, evidence-based instructional, curricular, and classroom management programs on an individual, school-wide, and systems level, based on a thorough understanding of up-to-date research in cognitive, social and emotional development of students with disabilities.
- use scientifically-based methodology to research, evaluate and improve curriculum, instruction and interventions for students with disabilities.
- use valid tools to evaluate progress of pupils in the general education curriculum and towards IEP goals.
- advocate for and safeguard the human and civil rights of individuals with disabilities and their families, engage in professional and ethical practices and behavior, reflect on individual strengths and weaknesses as professionals, and pursue continuing professional development to refine skills and expertise in teaching and learning.
- collaborate with families, colleagues and the community to improve programs and services.

Emphasis Areas in Special Education
Upon successful Advancement to Candidacy, candidates are expected to declare an emphasis in one of the following areas of special education.

Program Curriculum
The MA special education majors are required to complete a minimum of 33 credit hours, 24 of which must be in special education. Students considering graduate study at the doctoral level are encouraged to complete six (6) credits of field research, and complete a thesis, for a program total of 46 credit hours.

Required Coursework:
The following courses are required, with a minimum grade of B- in each course, for all special education majors:

Global Citizenship, Teacher Leadership, and Policy
SPED 5318 Global Issues in Special Education 3 hours

Program Development and Organization
SPED 5500 Socio-emotional Development:
- Child with Special Needs* 3 hours
- SPED 5660 Cognitive Development: Child with Special Needs* 3 hours
- 9 hours of emphasis or graduate level (5000) coursework

Assessment and Evaluation
One course from the following list:
SPED 5413 Assessment of Learning and Learning Problems 3 hours
SPED 5830 Evaluation 3 hours

Professional and Ethical Practice
One course from the following list:
SPED 5270 Advocating for Persons with Disabilities 3 hours
SPED 5330 Legal Issues in Special Education 3 hours
SPED 5319 Ethics and Disabilities 3 hours

Collaborative Practice
One course from the following list:
SPED 5880 Integrating Resources: Community, School, and Family 3 hours
SPED 5290 Collaboration and Cooperative Teaching 3 hours
Emphasis in Core Academic Instruction
The emphasis area in core academic instruction is designed for special educators who are providing direct instruction in core academic subjects, typically in middle or secondary schools. The emphasis offers candidates an opportunity to pursue advanced studies in specialized instruction of core academic subjects for middle school or secondary pupils with special needs. Candidates choose a subject area in which they desire to demonstrate advanced proficiency from the graduate education program offerings, such as communication arts, reading, social studies, mathematics, or science.

The following coursework is required for an emphasis in Core Academic Instruction and Remediation:
9 hours in a core academic area(s) (such as Communication Arts, Reading, Mathematics, Social Sciences), selected with advisor permission

Emphasis in Emotional and Behavioral Disorders
The emphasis area in emotional and behavioral disorders, in partnership with a local children's residential treatment center, is designed for school-based mental health specialists, practicing teachers, counselors, and other related services professionals, and advocates who are interested in expanding their expertise in working with children who require specialized, targeted, or one-to-one services. It offers an advanced program of study in the identification, assessment and evaluation, psycho-educational intervention and instruction of children and youth with severe emotional and behavioral disorders (both internalizing and externalizing).

The following coursework is required for an emphasis in emotional and behavioral disorders:
SPED 5314 Children and Youth with Emotional and Behavioral Disorders 3 hours
SPED 5315 Assessment, Evaluation, and Diagnosis of Emotional and Behavioral Disorders** 3 hours (may substitute for SPED 5413)
Two of the following:
SPED 5316 Instructional Methods for Students with Emotional and Behavioral Disorders 3 hours
SPED 5250 Behavior Management for Children with Special Needs 3 hours
SPED 5317 Therapeutic Interventions for Disturbed Students 3 hours
SPED 5350 Enhancing Social Competency in Children with Special Needs 3 hours
** Core course requirement or substitute

Emphasis in Inclusive Education
The emphasis in inclusive education is designed to provide inclusion facilitators, regular and special educators at the preschool, elementary, and secondary levels, and other qualified individuals with the knowledge base, practical applications, and strategies necessary for implementing a successful inclusive education program appropriate to the diverse needs of students in today's regular classroom. This emphasis enables practicing teachers to investigate issues and examine strategies that relate to the education of all students, regardless of ability, in their local school.

The following courses are required for the area of emphasis in inclusive education:
EDUC 5080 Planning for the Inclusive Classroom 3 hours
EDUC 5090 Curricular and Instructional Adaptations 3 hours
SPED 5290 Collaboration and Cooperative Teaching** 3 hours
SPED 5270 Advocating for Persons with Disabilities** 3 hours
One three (3) hour SPED 5000 course 3 hours
** Core course requirement or substitute

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 specific learning disabilities, and/or cognitive impairment. The program is designed to develop a specialized knowledge base of effective instructional practices for special educators, and educational consultants who are responsible for the education of students with learning disabilities and academic disorders.

The following coursework is required for an emphasis in Learning and Academic Disorders:
SPED 5414 Children and Youth with Learning and Academic Disorders 3 hours
SPED 5413 Assessment of Learning and Learning Problems** 3 hours
Six hours (6) of SPED coursework, with a focus on instructional strategies for students with learning disorders, such as:
SPED 5520 Learning Strategies: A Cognitive Approach to Exceptional Learners 3 hours
EDUC 5090 Curricular and Instructional Adaptations 3 hours
** Core course requirement or substitute

Emphasis in Mild/Moderate Disabilities
The emphasis in mild/moderate disabilities is intended for certified educators who are interested in developing expertise in teaching students with mild/moderate (cross-categorical) disabilities. While the emphasis does not lead to an initial teacher certificate in Mild/Moderate Disabilities, the program of study offers currently certified teachers an opportunity to acquire the foundational knowledge in preparation for an endorsement in Mild/Moderate Disabilities: Cross-Categorical.

The following coursework is required for an emphasis in mild/moderate disabilities:
SPED 5030 Students with Mild/Moderate Disabilities 3 hours
SPED 5240 Psycho-educational Assessment I** (may substitute for SPED 5413) 3 hours
SPED 5380 Methods for Students with Mild/Moderate Disabilities I 3 hours
One course from:
SPED 5250 Behavior Management for Children with Special Needs 3 hours
SPED 5010 Methods of Teaching Mathematics for Disabled Learners 3 hours
SPED 5040 Analysis and Correction of Reading Disabilities 3 hours
SPED 5260 Career Preparation for Students with Special Needs 3 hours
SPED 5300 Communicating with Families and Disabled Persons 3 hours
SPED 5050 Language Development for Students with Special Needs 3 hours
SPED 5020 Assistive Technology for Students with Special Needs 2-3 hours
** Core course requirement or substitute
Emphasis in Positive Behavioral Interventions and Supports (PBIS)

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

The following coursework is required for an emphasis in PBIS:
- SPED 5700 School-Based Prevention/Intervention: RtI and PBIS (3 hours)
- SPED 5701 Universal School-Wide PBIS** (may substitute for SPED 5413) (3 hours)
- SPED 5702 Secondary Prevention: Targeted Group Interventions (3 hours)
- SPED 5703 Applying PBIS: Functional Behavior Assessment and Behavior Support Planning (3 hours)

** Core course requirement or substitute

Emphasis/Certification Endorsement in Severe Developmental Disabilities

The emphasis in severe developmental disabilities offers a concentrated program of study in the assessment and instruction of children and youth with severe developmental disabilities. The program builds on the knowledge base of special educators who are qualified to teach students with mild and moderate disabilities, and extends the capabilities of special educators to provide individualized and appropriate educational opportunities to all children.

In order to apply for the advanced certification endorsement program in severe developmental disabilities, the applicant must hold a valid Missouri Teacher’s Certificate in Mild/Moderate: Learning Disabilities, Mental Retardation, Behavior Disorders, Physical and Other Health Impairments, or Cross-Categorical Disabilities.

The following courses are required for an emphasis in Severe Developmental Disabilities:
- SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities** (may substitute for SPED 5413) (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 (3 hours)

** Core course requirement or substitute

Advanced Graduate Certificate: Positive Behavioral Interventions and Supports (PBIS)—Please see the Positive Behavioral Interventions and Supports (PBIS) section in this catalog

Admission

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

Admission Requirements

- Prior to admission to the program, candidates are expected to have successfully completed, with a grade of B or better, a three-credit course in the Psychology of the Exceptional Students, or

Transfer of credit

Students may transfer no more than six (6) hours of Webster University 4000 level coursework towards the MA in special education, if the coursework did not apply towards the requirements for another degree. Students may transfer no more than six (6) credits of graduate coursework from another accredited institution of higher learning. Students may apply no more than six (6) credits of SPED 5210/SPED 5410 to satisfy the requirements of the MA. Degree. Requests to transfer credit must be approved by the special education program coordinator.

The course(s) being transferred must meet the following criteria:

- The course is required to achieve the program goals and is relevant to the student’s major.
- The course carries graduate credit toward an accredited master’s degree program at the sponsoring institution.
- The course was not used to fulfill requirements for another degree.
- The course must carry a grade of A, B, or Credit.
- The course must have been completed within five years before admission into the program.
- Courses taken at other colleges or universities after admission to the program and MA In-Service courses ordinarily may not be transferred for credit. Waivers would require the following:
  - Prior approval by an advisor and relevant area coordinator must be granted on “prior permission form” before the course is taken.
  - The course does not duplicate one offered at Webster University.
  - 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.
**Teacher Leadership (Certificate)**

<table>
<thead>
<tr>
<th>Program Description</th>
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<tbody>
<tr>
<td>The Teacher Leadership Certificate is for teachers who have a masters degree and wish to remain in the classroom while becoming more effective leaders in their school and district. This program consists of 21 hours of post graduate credit that provides you with the skills, knowledge and dispositions for:</td>
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<tr>
<td>- Growing your professional understanding of curriculum</td>
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<td>- Managing projects that touch on:</td>
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<tr>
<td>- Curriculum</td>
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<tr>
<td>- Instruction</td>
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<td>- Assessment</td>
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<td>- Collaborating with multiple stakeholders</td>
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<td>- Serving multiple community audiences.</td>
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<td>- Promoting parental involvement</td>
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<td>- Addressing and managing human behavior in the presence of conflict.</td>
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<tr>
<td>- Making sense of legal institutions and how they impact schools and school social dynamics</td>
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<tr>
<td>The courses in this certificate program were developed for teacher leadership and are based on the Standards developed by the Council of Chief State School Officers (CCSSO).</td>
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<tr>
<td>This certificate does not lead to teacher certification or principal preparation and licensure.</td>
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<thead>
<tr>
<th>Requirements</th>
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<tbody>
<tr>
<td>TELD 6020 Coaching, Mentoring, Evaluating 3 hours</td>
</tr>
<tr>
<td>SSSL 6032 or LEAD 6132 Politics of Schools 2 hours</td>
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<tr>
<td>SSSL 6029 or LEAD 6129 Curriculum &amp; Instruction 2 hours</td>
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<tr>
<td>TELD 6000 Equitable Learning: Accessibility, Adaptation &amp; Accommodation (Embedded Internship) 3 hours</td>
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<tr>
<td>TELD 6040 School Improvement 3 hours</td>
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<tr>
<td>TELD 6060 Culture &amp; Diversity of Schools (Embedded Internship) 3 hours</td>
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<tr>
<td>SSSL 6024 or LEAD 6124 School Law 2 hours</td>
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<td>SSSL 6123 or LEAD 6123 Action 2 hours</td>
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<tr>
<td>SSSL 6133 or LEAD 6133 Action Research II 2 hours</td>
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<tr>
<td><strong>Total: 22 Hours</strong></td>
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<th>Admission</th>
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<tbody>
<tr>
<td>Students who are interested in applying to this certificate program should see the Admission Section found in the front of this catalog for general requirements.</td>
</tr>
</tbody>
</table>
Teaching English as a Foreign Language (Certificate)

All students pursuing the Missouri ESOL Certification or the Webster TEFL Certificate will be considered degree-seeking students and will have the option to pursue one of the MA TESL tracks within 5 years from the start of their TESL coursework.

See also:
- Teaching English as a Second Language (MA)
- Missouri ESOL Certification

Requirements
(21 credit hours)

**Required courses (18 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TESL 5230 Second Language Acquisition</td>
<td>3 hours</td>
</tr>
<tr>
<td>TESL 5139 English for Speakers of Other Languages (ESOL) Methods</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 5050 Community College Reading ABE/ESOL</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 5750 Special Institute: Grammar for ESL/EFL Teachers</td>
<td>3 hours</td>
</tr>
<tr>
<td>TESL 5350 Intercultural Communications</td>
<td>3 hours</td>
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<tr>
<td>TESL 5040 Practicum in ESL (taken at the end of the program)</td>
<td>3 hours</td>
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</table>

**Electives (3 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TESL 5311 Principles and Practices of Language Testing</td>
<td>3 hours</td>
</tr>
<tr>
<td>TESL 5030 Historical Linguistics</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 5270 Visual Communications or COMM 5530 Technology and Teaching</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Admission

Students who are interested in applying to this certificate program should see the Admission Section found in the front of this catalog for general requirements.
Teaching English as a Second Language (MA)

THIS PROGRAM IS AVAILABLE:

United States
• Kansas City, MO
• St. Louis Home Campus

Program Description
The master of arts in teaching English as a second language (MA in TESL) at Webster University is designed for individuals who seek to develop the English skills of non-native speakers living either overseas or in the United States. The program allows candidates to develop a solid theoretical background in critical aspects such as culture, language structure, first and second language acquisition theory, curriculum and materials development, teaching methodology, assessment and research, while preparing them to become effective language teachers.

• The MA in TESL offers two tracks:
  • Adult Education Emphasis – designed to meet the needs of future educators of adults. In this case, prior teaching experience is not required;
  • K-12 English Language Learner (ELL) Education Emphasis – designed to meet the needs of existing content area educators interested in expanding their knowledge of teaching ELLs. In this case, a certificate of license to teach is required.

As part of the MA in TESL – the K-12 ELL Education Emphasis, we offer the Missouri ESOL Certification, an optional 21 credit-hour program issued through Missouri’s Department of Elementary and Secondary Education (DESE). The certification is designed for preK-12 teachers faced with non-English speakers in regular, bilingual or English Language Learner (ELL) U.S. classrooms. 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 and Teaching Reading in Content Fields are required in order to obtain the Certification.

A Teaching English as a Foreign Language (TEFL) certificate* may also be issued alone or in conjunction with the MA in TESL degree – the Adult Education Emphasis. This program is designed for students interested to teach overseas in both adult and k-12 settings. Students seeking this graduate certificate must have earned a recognized baccalaureate degree and meet the admission and acceptance criteria, as outlined in the graduate program’s Academic Policies and Procedures. Students may receive the Webster University TEFL certificate by completing a minimum of 21 credit hours.**

*All students pursuing the Missouri ESOL Certification or the Webster TEFL Certificate will be considered degree-seeking students and will have the option to pursue one of the MA TESL tracks within 5 years from the start of their TESL coursework

See also:
• Missouri ESOL Certification
• Teaching English as a Foreign Language (Certificate)

**Students cannot pursue both the Missouri ESOL Certification and Webster TEFL Certificate within the same MA program.

Learning Outcomes
The following program goals are built on a conceptual framework of knowledge, implementation and reflection.

Candidates will demonstrate knowledge of:
• the English language system, its components (i.e. phonology, morphology, syntax, semantics, etc) and issues of linguistic variation (i.e. dialects, discourse, slang, humor, etc)
• the major theories, key concepts and research in first and second language acquisition (SLA)
• modern and traditional teaching approaches, as well as the legal processes and policies that have influenced the English as a Second Language field
• multicultural aspects and personal variables (i.e. background experiences, values, beliefs, gender) that affect the process of language acquisition and cultural integration
• effective learning and communications strategies
• curriculum design and appropriate materials/textbooks
• current and historical aspects of assessment design and implementation, as well as their implication for various stakeholders

Candidates will practice in their classroom:
• various standards-based instructional strategies to support effective educational practices that value individual and cultural differences
• standards-based curriculum designed on modern teaching theories and meaningful, authentic content and language materials (i.e. experiences that model social and academic contexts by integrating all language skills – listening, speaking, reading and writing)
• multiple culturally-informed, valid, reliable, authentic, pragmatic and non-biased assessment techniques that measure learning progress and teacher/program/content effectiveness
• technology-centered activities that promote content and language learning, following a constructivist model that allows ample language input and practice

Candidates will reflect on:
• the roles educators take in collaboration with colleagues, school administrators, paraprofessionals, parents and community members to advocate for the needs of their community of learners and their direct access to resources
• personal growth through on-going participation in personal development activities
• effectiveness of instructional and assessment approaches in the classroom with the view of achieving equitable education for their ELL students
• curriculum appropriateness in compliance with national and regional standards, as well as program expectations and student diverse needs, preparedness, resources and ability
• the need to support and encourage ESOL students and families in their journey of social, cultural and linguistic accommodation
## Teaching English as a Second Language (MA)

### K-12 ELL Education Emphasis
33 credit hours

**Required Courses (24 credit hours)**
- TESL 5230 Second Language Acquisition *
- TESL 5350 Intercultural Communications *
- TESL 5030 Historical Linguistics *
- TESL 5220 Curriculum Development in Second Language Classrooms *
- TESL 5311 Principles and Practices of Language Testing *
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods *
- COMM 5270 Visual Communications or COMM 5530 Technology and Teaching
- TESL 5040 Practicum in ESL *

*Course contains a key assessment for data collection purposes.

**Electives (9 credit hours)**
- COMM 5199 Teaching Writing or COMM 5280 Written Communication
- COMM 5440 Integrated Language Arts
- COMM 5340 Language Arts Seminar: Teaching Language and Language Issues
- COMM 5290 Interpersonal Communication
- COMM 5750 Special Institute: Grammar for ESL/EFL Teachers
- COMM 5280 Foundations in Reading Instruction
- EPSY 5490 Seminar in Immigrant and Refugee Experiences
- SPED 5030 Students with Mild/Moderate Disabilities
- SPED 5480 Learning and Behavior Problems in the Classroom
- SPED 5414 Children and Youth with Learning and Academic Disorders
- EDTC 5630 Advanced Topics in Classroom Technologies

### Adult Education Emphasis
33 credit hours

**Required Courses (24 credit hours)**
- TESL 5230 Second Language Acquisition
- TESL 5350 Intercultural Communications
- TESL 5030 Historical Linguistics
- TESL 5311 Principles and Practices of Language Testing
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods
- COMM 5050 Community College Reading ABE/ESOL
- COMM 5750 Special Institute: Grammar for ESL/EFL Teachers
- TESL 5040 Practicum in ESL *(taken at the end of the program)*

**Electives (9 credit hours)**
- COMM 5199 Teaching Writing or COMM 5280 Written Communication
- COMM 5440 Integrated Language Arts
- COMM 5340 Language Arts Seminar: Teaching Language and Language Issues
- COMM 5290 Interpersonal Communication
- COMM 5270 Visual Communications or COMM 5530 Technology and Teaching
- TESL 5220 Curriculum Development in Second Language Classrooms
- SPED 5030 Students with Mild/Moderate Disabilities
- SPED 5330 Legal Issues in Special Education
- EPSY 5510 Psychosocial Aspects of Migration
- EPSY 5490 Seminar in Immigrant and Refugee Experiences
- EDTC 5630 Advanced Topics in Classroom Technologies

### Admission

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

**Admission Requirements**
- Non-native speakers need to pass TOEFL, paper-based score of 575 and above (International students – see graduate catalog).
- Undergraduate CUM GPA of 2.5 or above.
- Native speakers, GPA of 2.5 or above, and at least two semesters of a foreign language (with a grade of B and above) is strongly recommended.

### Advancement to Candidacy

**Practicum Portfolio**
Automatic, based on 12 credit hours, 3.0 overall GPA
School of Education

Technology Leadership (EdS)

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

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

Learning Outcomes
Students completing the educational specialist in technology leadership (EdS) degree will be able to:

- demonstrate and model continuous growth and development of the understanding of technology operations and concepts, [TF-I]
- plan, design, and model effective learning environments, curriculum plans, authentic learning experiences and assessment / evaluation strategies that are consistent with current research and supported by technology [TF-II, III, IV]
- contribute to personal productivity, professional development, and the building of a learning communities with a shared vision for campus or institutional integration of technology [TF-II, V, VIII]
- understand and model the social, ethical, legal, and human issues in the ethical use of technology in schools and society [TF-VI]
- promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for schools and other learning environments. [TF-VII]

Requirements
Students pursuing the educational specialist in technology leadership courses are required to complete 39 credit hours. All majors take the following required courses:

Leadership Courses (9 hours)
EDTC 6465 - Design of Technology Supported Learning Environments 3 hours
EDTC 6460 - Foundations of Educational Technology Leadership 3 hours
EDTC 6022 - Designing Accessible Learning Communities 3 hours
Technological Core Courses (11 hours)
EDTC 6300 - Technology Project Management 3 hours
EDTC 5250 - Programming for Educators I 2 hours
EDTC 5255 - Programming for Educators II 2 hours
EDTC 5720 - Computer Networks 2 hours
EDTC 5730 - Technology Environment Management 2 hours

Field Courses (3 hours)
EDTC 6461 - Design of Technology Supported Learning Environments Internship 1 hour
EDTC 6301 - Technology Project Management Internship 1 hour
EDTC 6136 - Designing Accessible Learning Communities Internship 1 hour

Educational Technology Electives (9 hours)
EDTC 5332 - Computer Information Systems 3 hours
EDTC 5338 - Evaluating Emerging Technologies 3 hours
EDTC 5340 - Modeling Data to Enhance Instruction 3 hours
EDTC 5632 - Databases for Decision Making 3 hours
EDTC 5637 - Systemic Change Theory & Technology 3 hours
EDTC 5740 - Planning Educational Technology Facilities 3 hours
EDTC 5900 - Technology, Ethics & Society 3 hours

Research (7 hours)
EDTC 6240 - Educational Statistics 2-3 hours
EDTC 6245 - Research Design 2-3 hours
EDTC 6996 Content Performance Portfolio 3 hours

Final Program Survey (0 hours)
EDTC 6995 - Final Program Survey

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

Admission Requirements
1. Completion of a master’s degree in education or a related field, such as social work, business, or communications.
2. Superior academic ability at the graduate level with at least a 3.0 GPA.
3. Official transcripts of previous undergraduate and graduate coursework; these must be sent directly to the Educational Technology Coordinator.
4. A current resume.
5. At least three letters of recommendation from faculty and/or associates.
6. An entry interview.

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

Essay Requirements

SEND ALL REQUIRED DOCUMENTS TO:
Webster University, Office of Admission
470 East Lockwood Avenue
St. Louis, MO 63119-3141

Completed application files will be reviewed by the Department of Multidisciplinary Studies
Technology Leadership (EdS)

Advancement to Candidacy
Upon completing 9 credit hours within the EdS, all degree-seeking students are required to be advanced to candidacy. For specific details please see your advisor.

Transfer of Credit
Students may transfer no more than six (6) hours of graduate coursework from another accredited institution of higher learning. In-service credit is not allowed for the EdS – Educational Technology Leadership degree. The transfer credit is allowed to be applied only toward the elective requirements.

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

Program Description
The MS in U.S. patent practice prepares students who have a science or engineering background to practice as patent agents before the United States Patent and Trademark Office in patent cases. A patent agent is a non-attorney whose license, issued by the Patent and Trademark Office, allows 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.

This 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 such as this one, that teaches students the art of patent drafting, will likely result in student competency, marketability, and higher compensation.

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

Please note that the MS in U.S. patent practice is not approved by the American Bar Association and is not intended to prepare students to work as paralegals.

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/oed/examregist.htm.

Learning Outcomes
Upon completion of the program, students should:

- Obtain the practical knowledge needed to enter the field of patent agency well prepared to prepare and prosecute patent cases.
- Understand the rules and regulations governing the filing and prosecution of applications before the United States Patent and Trademark Office, including both the legal and ethical obligations of those practicing before the Office.
- Master the computer skills necessary to search for patents along with finding court precedent regarding various patents.
- Learn the fundamentals of intellectual property law and how it applies to patent litigation.

Program Curriculum
The 36 credit hours required for the MS degree must include the following courses for a major in patent practice.

- LEGL 5000 Introduction to Legal Studies (Requisite Course)
- PATA 5100 Introduction to Patent Law
- PATA 5110 Patent Research and Writing
- PATA 5120 Foundations of Intellectual Property Law
- PATA 5200 Patent Drafting
- PATA 5210 Patent Prosecution
- PATA 5300 Patent Office Ethics
- PATA 5310 Patent Law Regulations and Procedures
- PATA 5400 Patent Litigation in the Federal Courts
- PATA 6000 Integrated Practices in U.S. Patent Office Procedure

Two elective courses (6 credit hours) from the following:

- PATA 5500 Global Intellectual Property Law
- PATA 5510 Copyright and Trade Secret Law
- PATA 5520 Trademark Law
- PATA 5530 Ownership, Licensing, and Transfer of Intellectual Property
- PATA 5540 Computerized Patent Searching and Patentability

The MS in U.S. patent practice is not approved by the American Bar Association.

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

Admission
Students who are interested in applying to this degree program should see the Admission Section found in the front of this catalog for general requirements.
Program Description
The graduate certificate program in Web services 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.

Learning Outcomes
Students in the graduate certificate program in Web services will:

• Demonstrate critical thinking skills.
• Demonstrate the ability to solve problems related to the program content.
• Be able to explain the concepts and features necessary for successful Web Services development and deployment.
• Evaluate Web services tools, platforms, vendors, and strategies.
• Design and build Web Services.
• Be able to document a Web Service application including both user and technical documentation.

Requirements
The 18 credit hours required for the graduate certificate in web service include the following courses which must all be taken at Webster University:

- COAP 5000 Introduction to Web Services
- COAP 5010 Web Development Technologies (XHTML)
- COAP 5020 Principles of Data Exchange (Basics of XML)
- COAP 5030 Web Services Protocols (UDDI, SOAP, WSDL)
- COAP 5040 Databases in Web Services (.NET, Java)
- COAP 5050 Web Services Security

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

ACCT

ACCT 5000 Introduction to Forensic Accounting (3)
This course is an introduction to forensic accounting. Students will survey the various aspects of forensic accounting including fraud investigation, litigation support, cyber forensics, valuation and economic damage determination. The various aspects of forensic accounting will be introduced in order to give the student a perspective on the discipline of forensic accounting.

ACCT 5010 Legal Procedure, Substantive Law and Professional Ethics in Forensic Accounting (3)
This course will examine legal procedure, rules of evidence, substantive law and professional ethics as related to forensic accounting. The students will study the legal system including issues of jurisdiction, discovery, trial procedure and appeals as related to criminal and civil matters, the rules of evidence and remedies. Non-judicial dispute resolution will also be studied. The students will review substantive law areas including securities law, bankruptcy law, anti-trust law, domestic relations, insurance law, intellectual property law, probate, tax fraud and statutory and common law concerning criminal and civil business fraud. Students will also study the applicable ethical standards including the AICPA Code of Professional Conduct as applied to forensic accounting.

ACCT 5100 Investigation of Financial Fraud (3)
Students will study the skills needed and the investigative techniques utilized to collect, analyze and evaluate evidence in order to prevent, detect and investigate financial fraud and financial crimes. The reasons why persons commit acts of fraud will be examined as a necessary element of the investigation process. Prerequisite: ACCT 5000 & ACCT 5010.

ACCT 5150 Introduction to Cyber Forensics (3)
Traditional forensics professionals use fingerprint, DNA typing, and ballistics analysis to make their case. Accounting and InfoSec professionals have to develop new tools for collecting, examining and evaluating data in an effort to establish intent, culpability, motive, means, methods and loss resulting from these crimes. This course is designed to provide the student with an introduction and overview of the field of Cyber Forensics. Cyber Forensics is the science of locating, extracting, analyzing and protecting data from different devices, in a way that is admissible as evidence in a court of law. Cyber Forensics is a topic that covers areas related to criminal justice, computer technology, and the law. Students will learn the policies, legal ramifications and implications, procedures and methodologies of a cyber forensic investigation, from both a theoretical and practical perspective. Prerequisite: ACCT 5100, ITM 5000 or permission of instructor.

ACCT 5200 Business Valuation (3)
This course introduces the student to the basic concepts and methodology used to value a closely held business. It will familiarize the student with the three valuation approaches—asset, market, and income—used by business valuation professionals. The course will focus on the standards issued by the major accreditation bodies and it will familiarize the student with valuation models used on real-world valuation projects. Prerequisite: FINC 3210 or comparable course.

ACCT 5250 Special Topics in Litigation Accounting (3)
This course is intended to cover specialized topics of investigative accounting that require special investigative skills by accountants. Specialized topics such as reconstructing income, money laundering, commercial damages, economic damages and divorce will be covered. This course will also introduce computer forensics and cyber crime investigation. Prerequisite: ACCT 5000 & ACCT 5010.

ACCT 5300 Management and Communication of Evidence and Evidence Related Information (3)
Students will study the management and the communication of information that could be presented in court or could be used to facilitate other information that would be presented in court. The course will review the federal and certain state laws pertaining to the collection of evidence and evidence related material and the successful submission of evidence to a court. In addition, strategies will be discussed as related to discovery of evidence and evidence related material and the use of attorney-client privilege and work product to protect the client's interests with respect to such material. The students will also examine when reports should be drafted and examine the proper drafting and use of such reports as a submission to legal counsel, the court or to business. Further, the students will study effective testimony in a court of law that would include oral testimony and use of demonstrative evidence and material. Prerequisite: ACCT 5150, ACCT 5200 & ACCT 5250.

ACCT 5400 Internal Auditing (3)
This course is primarily intended to introduce students to the basic internal audit concepts and techniques. This course also focuses on how engagements are planned and performed and how engagement outcomes are communicated. Prerequisite: None.

ACCT 5500 Case Studies in Forensic Accounting (3)
Students will review the various aspects of forensic accounting including procedural and substantive legal issues, professional ethics, investigation, management of evidence, written and oral communication including court testimony, valuation, economic damages, special topics in forensic accounting, cyber forensics and internal auditing. In addition, students will prepare a case and participate in a deposition and provide testimony in a mock court. Prerequisite: ACCT 5500.

ADVT

ADVT 4190 Advertising Research (3)
This course introduces the fundamentals of advertising research. Students learn basic ad research theory and put it into practice by undertaking an actual research project. They learn the roles and subject matter of ad research including secondary sources and syndicated services. They also learn to conduct both qualitative and quantitative primary research, including planning, designing, sampling, data processing, analyzing, and reporting for an actual ad case study. Prerequisite: MNGT 3510 or ADVT 5321 for graduate students.

ADVT 4200 Media Planning, Buying, and Selling (3)
In this course students learn the role of media planning, buying, and selling to help fulfill marketing communications objectives. Students learn the components of a professional media plan for target reach; how media buying techniques differ by target audience; and how the media sales process works. The course emphasizes the media's role in the advertising process and the media's influence on current techniques used by advertising agency media departments representing consumer and business clients with national, regional, and local needs. Students prepare a professional media plan utilizing the principles and practices mastered throughout the course. Prerequisite: MNGT 3510 or ADVT 5321 for graduate students.

ADVT 5301 Marketing Communications: Sales Promotion (3)
This course explores the full range of trade and consumer sales promotion activities and studies the application of these techniques in today's marketplace. Emphasis is placed on the comprehensive understanding of hands-on applications and the creation of a sales promotion mix for a specific product situation. Prerequisite: MRKT 5940
ADVT 5302 Marketing Communications: Product Publicity (3)
This course examines the creation and execution of communication plans designed to gain favorable product publicity leading to sales. Creative, planning, and execution techniques are studied, as well as the use of appropriate communication tools such as special events, sponsorships, endorsements, online services, direct mail, telemarketing, and news releases. Prerequisite: MRKT 5940

ADVT 5303 Marketing Communications: Merchandising and Point-of-Purchase (3)
This course examines the function of retail merchandising activities in relation to the marketing mix. Emphasis is placed on identifying the various forms and functions of retail merchandising. Students will analyze the relative effectiveness of merchandising activities in relation to the product or service the activity supports. Prerequisite: MRKT 5940

ADVT 5304 Marketing Communications: Direct and Internet (3)
Students are introduced to the theories and techniques employed in direct-response marketing communications, including development, execution, and analysis of a direct campaign and exposure to related traditional media such as print, broadcast, catalog, and telemarketing. The course also explores the role of new media, such as the Internet, in interactive marketing communications. Prerequisite: MRKT 5940

ADVT 5305 Marketing Communications: Business-to-Business (3)
This course examines marketing communications theories and practices for business-to-business products and services in contrast to consumer products and services, particularly packaged goods. Topics include market analysis, target identification, planning, and budgeting for communications with customers, suppliers, and intermediaries. Prerequisite: MRKT 5940

ADVT 5321 Advertising Decision-Making (3)
This course examines case studies that cover decision making in all aspects of advertising management: target and audience identification, strategic planning, objective-setting, creative strategy, media planning, budgeting, research, and agency/client relationships. Prerequisites: A minimum of 6 credit hours of undergraduate course work in advertising theory and MRKT 5940

ADVT 5341 Writing for Advertising (3)
This course examines alternative creative strategies used to solve specific advertising problems, develops strategies for particular situations, and brainstorms creative concepts. The student adapts writing styles to specific advertising situations, product categories, and media. Prerequisite: MEDC 5000 and ADVT 5321

ADVT 5440 Media Buying and Market Analysis (3)
This course focuses on the use of qualitative and quantitative research methods used to determine which media are best suited for purchase in an advertising campaign. Market research is combined with print and electronic media analysis using mathematical models and syndicated resources. Topics include are ratings for electronic media, circulation of print media, and techniques for evaluating inter-media plans as part of marketing and advertising strategies. Prerequisite: ADVT 5321

ADVT 5501 Creative Planning and Strategy (3)
This course emphasizes the importance of critical thinking in the planning and development of message strategy for advertising and other marketing communications tools. Class discussions explore the decision-making process and development of criteria for evaluation of alternative message strategies. Emphasis is also placed on the relationship between strategy and tactics. Students must be prepared to present and defend their positions. Prerequisite: MEDC 5000 and ADVT 5321

ADVT 5502 Multinational Advertising (3)
This course focuses on the major components in the process of developing multinational advertising programs/campaigns, including client-agency structure, audience identification and segmentation, objective setting, media strategy, creative strategy, research, and budgeting. Each of these steps must be considered within the context of different cultural, political, and legal environments. Prerequisite: ADVT 5321

AMLD

AMLD 5010 Introduction to Arts Management/Planning (3)
This course presents an overview of the issues, problems, and methods involved in the management of a nonprofit cultural organization. Topics to be covered include planning, leadership, and the role of the organization in the community. Prerequisite: acceptance into the arts management and leadership program.

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

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

AMLD 5040 Leadership Issues and Board Strategies (3)
This course examines problem-solving and decision-making processes as they relate to individual organizations and boards of directors. Topics covered include 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.

AMLD 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.

AMLD 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.

AMLD 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 financial statements, entrepreneurial opportunities, fund-raising, and 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.
Webster University

Course Descriptions

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)

AMLD 5453 Stakeholder Management Communications (3)
This course presents an overview of methods of communication with stakeholders of an arts organization. Written materials such as newsletters, volunteer manuals and staff reports will be covered. Students will learn the art of writing speeches and public speaking. An understanding of the importance and use of social media will be studied. Students will complete the course with a presentation of one of the above skills as a final project. **Prerequisite:** Acceptance into the Arts Management and Leadership Program.

**ART**

ART 5000 Graduate Seminar in Art (3)
Students examine 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 course is the study and exploration of art of Italy and Northern Europe from the thirteenth century to the year 1600. The 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 subjects chosen from the arts of Africa, Oceania, and pre-Columbian Americas, etc., 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 of 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 5560 Printmaking Studio (3)
Students explore the advanced techniques, the growth and refinement of imagery, and creative options available through printmaking. **Prerequisite:** Admission to the graduate program in art. May be repeated for credit.

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

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

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

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

ART 5810 Conceptual Art (3)
This course presents special problems in conceptual, idea, or process art that explore relationships between ideas and the creative process. This advanced study is based on assumptions that inform perception and the relationship between life and art. **Prerequisite:** Admission to the graduate program in art. May be repeated for credit.
**ART 5820 Performance Art (3)**
This studio creates challenges to traditional art objects and concepts by exploring multimedia performance works that include body, time, and space. **Prerequisite:** admission to the graduate program in art. May be repeated for credit.

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

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

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

**ART 6500 Graduate Internship in Art (3)**

**BIOL**

**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 21st 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 computation analysis.

**BIOL 5280 Biostatistics for Nurse Anesthesia II (3)**
Continuation of BIOL 5250 Biostatistics for Nurse Anesthesia I. Covers nonparametric, 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 physiological principles. A Journal Club that enhances the content 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 anesthesia 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 anesthesia meetings. **Prerequisite:** admission to the MS 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 I. 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.


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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 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.

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 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/Thesis Project I, II, III, IV, V, VI (1 credit hour each)
The design of this course is progressive, culminating in a master's thesis/research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project, and developing presentation of data from the research.

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

BUSN 5000 Business (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 5200 Basic Finance for Managers (3)

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

BUSN 5210 Financial Management for Nonprofits

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

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 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.

BUSN 5680 Issues in Business: Project Management (3)

This course examines the managerial perspective to project management in relation to Information Systems. The principal focus is on using the project cycle as a guideline to achieve goals (cost, schedule and perfor-
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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.

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

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

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

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

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

CHEM

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.

CMAT

CMAT 5000 Teaching in a Diverse Society (3)
Students explore issues in teaching in a multicultural setting, examining the implications of diverse student populations and emphasizing values and beliefs about learning and teaching. The course explores the historical and philosophical foundations of education, focusing on the implications for current diverse classrooms. Students will examine traditional and contemporary philosophies in their historical context and discuss the impact of these on student and teacher roles, curriculum, assessment and instruction, and classroom organization and management.

CMAT 5010 Curriculum Theory, Development and Assessment (3)
This foundation course is an overview of important educational theories. It is designed to examine global curriculum theories and practices and to analyze current educational issues through reading, writing, discussing and presenting ideas. Individuals explore historical perspectives, philosophical theories, and sociologic influences related to contemporary educational concerns. This course will also focus on how to develop curriculum plans that effectively teach all levels of students. Participants will learn how to write lesson plans and unit plans following School of Education guidelines that focus on rationale, description of learners and setting, accommodations for diversity, selection of appropriate goals and objectives, and pre-, during-, and post-assessment of learners' knowledge throughout the unit, as well as unit assessment of learner outcomes. Participants will learn how to apply
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CMAT 5094 Practicum: Secondary School (1-3)
The focus of this practicum is observation and participation in classrooms in a secondary school setting. Practicum occurs near the end of the candidate's program of study and may only be taken when the candidate has completed the majority of their program. Filing of appropriate forms must be completed one semester prior to placement, by the posted deadline. Private, public and parochial district placements will be made in the St. Louis County and/or St. Louis City areas. Concurrent enrollment in the practicum seminar is required (CMAT 5094, Section 30).

CMAT 5095 Apprentice Teaching: Secondary School (9)
Teacher certification students only. This course is meant for students seeking certification in elementary school education. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: CMAT 5094 with B or better and all required courses must be completed. The praxis exam must also have been passed by the student in order to register for CMAT 5095. Private, public and parochial district placements will be made in the St. Louis County and/or St. Louis City areas. Concurrent registration in the Apprentice Teaching seminar in required.

CMAT 5096 Apprentice Teaching Seminar (1)
This seminar will help students in their apprentice teaching focus on multiple factors affecting their class-room experiences, student interactions and curriculum (including planning, classroom organization and structure, unit and lesson planning, and student assessment) through the creation of a Teacher Work Sample. The course is designed to better prepare each student to meet the MoSTEP Standards. The seminar is a concurrent registration with the appropriate apprentice teaching course. Prerequisites: CMAT 5090 or CMAT 5092 or CMAT 5094 with B or better, and all required courses must be completed.

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, validation, file sizes, and file formats.

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 5000.

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 resources including print and media and will explore the multifaceted ways for using technology in the classroom. The end of the course participants will understand how curriculum theory and practice affect the classroom and be able to reflect on their own strengths and weaknesses as a teacher of P-12 students. Prerequisite: CMAT 5000.

CMAT 5015 Differentiated Curriculum and Assessment (3)
Based on curriculum theories of assessment, models will be developed for quality assessment using reliability and validity. Summative and formative assessments will be developed, based on student learning and meeting national, state, and organization standards; performance assessment, including teacher-work samples and portfolio assessment will be studied. Qualitative and quantitative measures of evaluation will also be described. Various methods of documenting assessments will be applied. Methods for creating and measuring student dispositions will be developed. In addition, strategies to promote the social and academic integration of all students in the general education classroom will be provided. Topics include the following: inclusive education philosophy and research, tiered academic intervention (RTI), collaborative practices, roles and responsibilities, parent collaboration and communication, curriculum adaptations, differentiated instruction and positive behavior supports. Prerequisite: CMAT 5010 or SOCS 5760.

CMAT 5090 Practicum: Elementary School (3)
The focus of this practicum is observation and participation in classrooms in an elementary school setting. Practicum occurs near the end of the candidate's program of study and may only be taken when the candidate has completed the majority of their program. Filing of appropriate forms must be completed one semester prior to placement, by the posted deadline. Private, public and parochial district placements will be made in the St. Louis County and/or St. Louis City areas.

CMAT 5091 Apprentice Teaching: Elementary School (9)
Teacher certification students only. This course is meant for students seeking certification in elementary school education. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: CMAT 5090 with B or better and all required courses must be completed. The praxis exam must also have been passed by the student in order to register for CMAT 5091. Private, public and parochial district placements will be made in the St. Louis County and/or St. Louis City areas. Concurrent registration in the Apprentice Teaching seminar in required.

CMAT 5092 Practicum: Middle School (3)
The focus of this practicum is observation and participation in classrooms in a middle school setting. Practicum occurs near the end of the candidate's program of study and may only be taken when the candidate has completed the majority of their program. Filing of appropriate forms must be completed one semester prior to placement, by the posted deadline. Private, public and parochial district placements will be made in the St. Louis County and/or St. Louis City areas.

CMAT 5093 Apprentice Teaching: Middle School (9)
Teacher certification students only. This course is meant for students seeking certification in middle school education. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: CMAT 5092 with B or better and all required courses must be completed. The praxis exam must also have been passed by the student in order to register for CMAT 5093. Private, public and parochial district placements will be made in the St. Louis County and/or St. Louis City areas. Concurrent registration in the Apprentice Teaching seminar in required.

research from a variety of resources including print and media and will explore the multifaceted ways for using technology in the classroom. By the end of the course participants will understand how curriculum theory and practice affect the classroom and be able to reflect on their own strengths and weaknesses as a teacher of P-12 students. Prerequisite: CMAT 5000.
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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 5000.

**COMM 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. **Prerequisite:** COAP 5000.

**COMM 5000 Fiction, Nonfiction, and Poetry for Children (3)**
This course is designed for teachers of pre-school and elementary students. The purpose of the course is to help teachers become familiar with the contemporary books in poetry, children's fiction, and nonfiction. Poetry from various decades will be read, discussed, and evaluated. Speakers, videos and response experiences (journaling, sharing of books, poetry writing, and reader response) will highlight the poetry portion. Media related to poetry presentations will be considered and evaluated. In children's fiction/nonfiction, some of the classics will be discussed and compared with later publications. Students will have choices in selecting their final project.

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

**COMM 5030 Historical 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 5050 Community College Reading/ABE/ESOL (3)**
The focus is on teaching in literacy programs or community college courses designed to improve the reading skills of adults. Strategies range from teaching the adult learner to decode to facilitating growth in higher levels of comprehension and critical thinking. The emphasis will be on needs of adult learners who may have had limited encounters with reading text for information and entertainment. Course prepares instructors to work with groups in ESL/EFL reading-writing classes and tutorial sessions in colleges, universities, and community programs.

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

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

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

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

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

**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 5187 Secondary Techniques and Curriculum (3)**
The course provides secondary teachers opportunities to learn basic instructional techniques, formative and summative assessment models, curriculum development, and lesson plans. Teachers and prospective teachers are expected to integrate the professional standards from their discipline into their projects and assignments.

**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)**
MA 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 MA 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 MA advisor.

**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 (3)
Students become involved in a wide variety of activities designed to enhance the teaching of language arts in their classrooms. The courses listed under this course number are representatives of the workshop topics; other workshop topics are included in different semesters.

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.

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.

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.

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 double speak, 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 experiences 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 5344 Contemporary Linguistics (3)
Students study topics such as language and the brain, animals and language learning, slang, regional dialects, code-switching (African American, Chicano American, Native American and mainstream English), how
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dictionaries are made, and modern grammar.

COMM 5347 Poetry Writing (3)
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.

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’ 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.

Classic 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.

Modern English Literature (3)
Students examine major developments in twentieth-century English literature—their common ground and points of departure. Discussions focus on the writers’ methods as artists, in addition to their concerns about content and theme. The emphasis is on fiction.

COMM 5391 American Novel (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.

COMM 5392 American Poetry (3)
Students explore the trends in American poetry, from its Native American and Puritan origins through its contemporary forms. Major poets are read and discussed in light of literary history and critical theory and in terms of readers’ responses. The information and skills gained in this course are applicable to the reading and teaching of literature at many levels and for many abilities.

COMM 5393 American Short Story (3)
The short story is the most accessible and teachable of literary forms and rich with possibilities beyond the usual lessons. Emphasis will be on American writers.

COMM 5395 Contemporary World Literature (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 Sound America.

COMM 5398 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 5399 Poetry of the Planet (3)
This exploration will uncover poetry on our planet. Collectively and individually, students will study and search for poems suitable for K-12 classrooms that can be pursued, presented, and performed. A poetry celebration will conclude the journey. “What place would you advise me to visit now?” he asked. “The planet Earth,” replied the geographer. “It has a good reputation.” -Antoine De Saint Exupery

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 MA degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses may be approved for the MA 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 curricula. 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 MAT 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 a 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 (emergent literacy, adult literacy, “illiteracy” or “alliteracy,” gender-related issues) and a country to research for a class report.

COMM 5510 Artists Are Alive and Well (3)
Through a varied selection of activities and close student-artist contact, the students study the art of the past and present. In addition to slides, lectures, and museum and gallery tours, students have the opportunity to visit individual artists’ studios and private collectors’ homes not normally open to the public. This course may be offered at various locations
such as St. Louis, Kansas City, or Vienna. 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 non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives.

COMM 5550 Aesthetic Education Workshops (1-3)
Aesthetic education workshops are designed for elementary and secondary teachers interested in developing artistic skills and curricula that integrate 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 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 5551 Watercolors (3)
This course assists teachers in assessment methods and techniques necessary for developing positive attitudes toward the learning process in watercolor composition.

COMM 5552 Multicultural Traditions in Art (3)
This course explores the traditions of diverse cultures throughout the world and how they are tied together by common themes. In all contexts, customs and lifestyles influence various art media. Each session will explore a different ethnic art experience.

COMM 5559 Papermaking (3)
Through the use of traditional hand papermaking forms, this course in creative papermaking features sheet making, paper casting, and model techniques.

COMM 5560 Sculpture (3)
The focus of this course is to investigate traditional and contemporary materials, concepts and techniques applied to meaningful hands-on art experiences, with emphasis on integrating the experience with regular academic studies in language arts, science, history, mathematics, and social studies.

COMM 5560 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 5561 Literacies and Technology (3)
This is a project based course that will explore the realm of literacy and how technology can be used through tools such as grants and other search engines to find resources to supplement literacy and media. Aspects of literacy and goal setting recommendations based upon technology will be addressed.
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 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 5790 Photography (3)
This course covers the basics of photography and the fundamentals of imagery and culminates in the creation of a personal photographic narrative. Through a process of group critique and the study of historical context, students will complete a photographic portfolio that illustrates a topic while acquiring a firm understanding of basic camera techniques, the art of capturing mood and moment and the use of computer software to organize, transform and present digital images. Digital camera required.

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)
The focus is 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.

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 of language in the printed text. An emphasis on stages of development and methods of assessment will provide a background for teaching in early childhood and elementary settings. This course has been approved for certification in early childhood. May be counted toward an emphasis in reading. (Not counted as a methods course for Elementary Education or Reading Certificate.)

COMM 5840 Reading and Writing as Cognitive Processes (2-3)
This course is designed for teachers to experience the reading-writing connection and develop methods for teaching. Teachers are provided with the opportunity to study, experience, and develop effective strategies for their classrooms. Emphasis is given to early reading instruction, but an integrated focus includes the literacy needs of students of all ages and abilities. This course counts for initial elementary or early childhood certification.

COMM 5850 Reading and Literature Study Groups (2-3)
Classroom teachers grades K-6 are provided the rationale and information for developing a literature-based reading curriculum. Various techniques for establishing literature study groups at different grade levels, identifying literature found successful in promoting student-directed discussions, and for evaluating student growth will be considered. Students will select and implement appropriate strategies for classroom activities, maintain reader-response journals, and participate with other graduate students in literature study groups. Special emphasis will be on literature across cultures and ways to facilitate the understanding and appreciation of diversity. This course counts for initial elementary certification.

COMM 5880 Survey Reading Course for Secondary Teachers (3)
This course includes reading techniques and study strategies for teachers of students in grades 6-12. A major emphasis is communication of concepts in content areas.

COMM 5900 Reading Seminars (1-3)
The content of various topics is focused on methods and technologies necessary for promoting reading development, increasing knowledge of fiction and nonfiction, and establishing positive attitudes toward literate 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 5920 Teaching Reading in Content Fields (2-3)
A broad spectrum of reading strategies necessary for understanding text (e.g., predicting, confirming, questioning, and comprehending) are addressed. Participants study the different kinds of reading required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments, and dealing with striving readers. A content area unit is part of the course evaluation and includes vocabulary as well as prereading, during reading and post reading strategies in addition to formative and summative assessments. This course is used for middle school and secondary certification.

COMM 5930 Investigations in Reading, Intermediate (2-3)
Emphasizes reviewing research and methods related to the teaching of reading in grades 4-6. Participants are assisted in pursuing topics of personal interest in individual investigative projects. Counts for initial elementary certification.

COMM 5950 Differentiated Reading Instruction (3)
Students learn about research and best practices in developmental reading and learn how to assess abilities and needs of individual students within the classroom. Various materials and activities are developed for whole group, small group and individual instruction, based on informal and formal assessments. Course counts for initial teaching certification.

COMM 5990 Independent Scholar (1-3)
An MA 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 MA graduate. May be repeated for credit if content differs.

COMM 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an MA 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 AGC coordinator.
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COSC

COSC 5000 Distributed Systems (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.

COSC 5050 Distributed Database Applications (3)
Students will implement the distributed database developed in COSC 5040. Emphasis will be on good design techniques and proper documentation. Students will implement a database project in this course. Prerequisite: COSC 5040.

COSC 5060 Systems Concepts (3)
Students will study the mathematical basis of connected systems. Topics will include queues, graphs, matrices, and finite state machines. Prerequisite: College Algebra

COSC 5110 Network Architecture (3)
Students will study the fundamental concepts of computer networks. Topics will include network topologies, protocols, and network operating systems. The OSI model will be used to evaluate and compare systems.

COSC 5120 Data Communication (3)
Students will study the Internet working standards and common carrier services. Emphasis will be placed on the analysis and design of systems using current communication technologies.

COSC 5130 Computer Security and Reliability (3)
Students will study hardware and software reliability and security using currently available technology. Emphasis will be placed on security analysis of the system, physical threats to systems, virus protection, system recovery, and encryption.

COSC 5140 Network Design and Management (3)
Students will study the design of a distributed system. The emphasis will be on systems with multiple topologies and protocols.

COSC 5150 Distributed Application Development (3)
Students will be introduced to the creation of Web-based applications. This course will also cover the components of Web design and incorporate various languages to enhance Web documents. Prerequisite: COSC 5050.

COSC 5200 Issues in Distributed Systems (3)
Students will be introduced to the issues in emerging technologies in distributed systems. This course will cover advanced theories and technologies in building distributed systems, such as mobile applications and web services.

COSC 6000 Distributed Systems Project (3)
Students will design and implement a major system distributed information system that integrates the learning experiences gained in the previous courses. Prerequisite: completion of 30 credit hours of the required and elective COSC courses in this program. Prerequisites: COSC 5150 and completion of 30 credit hours of the required and elective COSC courses in this program.

COUN

Note that counseling courses may include self-growth experiential activities. All courses require adherence to ACA Code of Ethics (2005) including professionalism about and confidentiality of comments made in class sessions by peers.

COUN 5000 Theories of Personality (3)
This course defines and examines the origins, development, and current status of seminal personality theories, for application in professional counseling and in a multicultural context. Attention is given to those theories that are foundational to the professional counseling field.

COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course) (3)
This course defines and examines the philosophic bases of counseling and the helping relationship focusing on the foundational and theoretical concepts necessary for working with individuals, groups, children, and families in a multicultural context. Students also practice and develop competence in basic counseling skills and begin to develop related professional identity. Students learn to define, generalize, organize, and critique the counseling process and profession including consultation theories, practice, ethics, and application in a multicultural society; and some crisis and disaster intervention. Self-growth experiential activities are associated with this course content.

COUN 5050 Human Growth and Development (3)
The student learns to identify, describe, and examine the nature and needs of individuals at all developmental levels and in multicultural contexts. Emphasis is placed on theories of individual and family development, life span transitions, human behavior (normal and abnormal), personality development, learning processes, wellness, and related ethics; and the effects of substance abuse, crisis and disaster, and other trauma-related events on persons of all ages. Self-growth experiential activities may be associated with the content of this course.

COUN 5100 Social and Cultural Foundations of Counseling (3)
This course defines and examines the importance of understanding cultural and ethnic attributes; and the impact these attributes have on relationships, professional issues and trends, and the counseling relationship. Attention is given to the influence of gender roles, ethnic groups, , urban and rural societies, cultural mores, various family life patterns, and personal constructs including but not limited to religion, sexual orientation, race, age, able-ism, gender, ethnicity, on the counseling relationship; counselor self-awareness related to bias; counselors’ roles in eliminating biases and oppression; and theories of multicultural development and racial identity formation; social advocacy for diverse populations; related ethics; and culturally supported wellness. Self-growth experiential activities are associated with this course content.
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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 identification and comprehension of the effects and the actions of psychoactive drugs, including drugs used in the treatment of psychopathological disorders and substance abuse intervention. The practice and or use patterns of psychopharmacological agents as related to various ethnic cultures and ethical practice related to use of and referral for psychopharmacological agents is reviewed.

COUN 5150 Psychopathology (3)
This course focuses on the identification and comprehension of the major psychological disorders as detailed in the current Diagnostic and Statistical Manual of Mental Disorders (APA). The behavioral manifestations and dynamics, of mental disorders will be explored, focusing on identification of therapeutic assessment issues and case conceptualization. Perceptions of diagnosis by various ethnic and racial cultures, crisis and emergency situations as related to diagnosis, positive psychology as related to diagnosis, and ethical practice related to diagnosis are all integrated.

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

COUN 5200 Theories of Counseling (3)
This course defines and examines the application of major theories and related principles and techniques of professional counseling. Focus will be on the application of the theories and methods used in counseling with consideration for multi-cultural and ethical contexts. A systems perspective, theories of addictions, and optimal development and wellness for the life span are also reviewed.

COUN 5220 Assessment (3)
This course examines the various frameworks for assessing the functioning of individuals, couples, groups, and families in an ethical frame; and the use of assessment in diagnosis and treatment from a multicultural context. Attention will focus on the methods of data gathering; ethical administration and interpretation from a multicultural perspective; historical perspective of the field; related statistical concepts; and reliability and validity of various instruments. Ethic, cultural, and sex/gender factors are considered. Additional minimal fees for the purchase of assessment tools may be required for this course. Self-growth experiential activities may be associated with this course content.

COUN 5230 Psychodiagnoses (3)
This course is designed to help students conceptualize mental disorders and to develop diagnostic strategies utilizing standard diagnostic nomenclature and treatment strategies, including choice of therapeutic models and indications/contra-indications for particular kinds of counseling. Multicultural and ethical components are integrated.

COUN 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in counseling. The professional seminar is an elective course and focuses on issues of current and special interest in the field of professional counseling. Course may be repeated for credit if content differs, however, 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 defines and explores the contribution of general systems theory to the development of family therapy and identifies and analyzes different family counseling theories and the effect of multicultural influences and ethical practice. Self-growth experiential activities are associated with this course content.

COUN 5545 Blended Family Therapy (3)
This course focuses on the identification and application of general systems theory and family counseling theories to the issues involved in establishing high nurture blended families. Multicultural and ethical components are integrated. Self-growth experiential activities may be associated with the content of this course.

COUN 5560 Human Sexuality (3)
This course defines and examines the theories of human sexuality including the physiological, psychological, and sociocultural variables associated with sexual identity, behavior, and disorders. Human sexuality theory in relation to couple’s counseling is examined; and human sexuality across the lifespan is also reviewed.

COUN 5600 Techniques of Group Counseling (3)
This course examines and defines theoretical and experiential understandings of group theory and types of groups; group purposes, identification, design, screening, development, methods, related ethics, dynamics, and facilitative counseling skills as applied to various cultures. This course involves student participation in a direct experience as a group member in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. Self-growth experiential activities are associated with this course content.

COUN 5610 Techniques of Counseling (3)
This course emphasizes the stages of the helping relationship. Students practice basic counseling and advanced skills. Students learn to help clients identify the problem that provides the focus for counseling and implement theory; and the significance of openness to supervision and self-evaluation. Multicultural and ethical components are integrated. Students practice skills in role-played situations in class. Minimal fee may be incurred by the student to purchase taping equipment. Self-growth experiential activities are associated with this course content.

COUN 5620 Techniques of Crisis Intervention (3)
This course examines and defines counseling theory and methods used in situations of crisis, emergency, and client trauma. Particular attention is given to the various contemporary techniques of intervention and resolution. Crisis and emergency counseling in various cultures and ethical practice are integrated. Students learn to apply assessment and intervention techniques used in the crisis intervention process. Self-growth experiential activities may be associated with the content of this course.

COUN 5630 Techniques of Substance Abuse Counseling (3)
This course examines theories, case conceptualization, diagnoses, and treatment of addictions as related to the chemically dependent and the dependent’s family. Substance abuse and treatment as viewed by various ethnicities and races is reviewed. A portion of the course is devoted to evaluation of the services and programs available to the chemically dependent from the point of view of the dependent, the dependent’s family, and society. Ethical practice and decision making related to treatment of substance abuse are discussed. Self-growth experiential activities may be associated with the content of this course.

COUN 5635 Techniques of Counseling Special Populations (3)
This course focuses on the identification, examination, and application of counseling theories when working with clients from special population groups, e.g., exceptional students, dropouts, minorities, women re-entering the labor force, older persons, etc. Ethical implications are discussed. Self-growth experiential activities may be associated with the content of this course.

COUN 5640 Marriage and Family Counseling (3)
This course examines marriage, couples, and family theories and therapies, stressing the identification and application of general systems theory. The focus is on the major constructs in marriage, couples, and family therapies; identification of marriage, couples, and family structures and communication patterns; and the formulation of related treatment plans and goals in a multicultural and ethical context.
COUN 5645 Brief Family Therapies (3)
This course examines and applies brief family therapies to current issues in the development and maintenance of successfully functioning families. Related counseling skills development will occur. Multicultural and ethical components are addressed. Self-growth experiential activities may be associated with the content of this course.

COUN 5650 Conjoint Counseling (3)
This course examines the theory and application of differing styles of counseling couples and families, stressing therapeutic practice when counseling couples and or family members simultaneously. The primary focus is on theories, models, and interventions employed when counseling various combinations of persons in relationships (as differentiated from groups). Multicultural and ethical issues will be integrated. Students will explore, define, and apply theory to the various forms of counseling couples, including persons in marriage, same sex unions, 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 relationship counseling. Current theories, models, and interventions of sex therapies are discussed and evaluated including consideration of multi cultures and ethical practice of the counselor. The course will identify issues related to sexual wellness and counseling individuals with sexual dysfunctions, as well as individuals with history of sexual abuse and individuals with sexual offenses.

COUN 5670 Counseling of Children (3)
This course examines issues related to the counseling of children. Focus is on the application of counseling theories related to children, attention to multi-cultures in treatment of children, techniques for interviewing children and their families, methods for designing and evaluating treatment plans, and the application of counseling related ethical standards and legal requirements. Self-growth experiential activities may be associated with the content of this course. Note: If this course is taken at a Webster campus outside of Florida, the course content should not be construed as leading toward a position in school counseling.

COUN 5680 Counseling in the School Setting (3)
This course examines counseling practices and theory 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; guidance counseling in classroom and multicultural settings; collaboration with school team members and families, and related ethics. Special problems of physical and sexual abuse, substance abuse, suicide, and grief; and career and college preparation are also examined. Note: If this course is taken at a Webster campus outside of Florida, the course content should not be construed as leading toward a position in school counseling.

COUN 5685 Program Development for School Guidance Counselors (3)
This course focuses on theory, design, implementation, and evaluation of comprehensive developmental school guidance and counseling programs from a multicultural perspective to include technological interventions and identification of student academic, career, and personal/social competencies; leadership and management and advocacy; and the ASCA model. Note: If this course is taken at a Webster campus outside of Florida, the course content should not be construed as leading toward a position in school guidance counseling.

COUN 5700 Lifestyle and Career Development (3)
This course identifies, evaluates, and applies vocational choice theories, assessments, and techniques; the relationship between career choice and lifestyle; sources of occupational and educational information, assessment, and technology; approaches to decision-making models; inter-relationships among work, family and life roles including multicultural issues; career planning, placement, and evaluation; and career development exploration techniques and assessments in an ethical context. Additional fees may be required of the student for assessment materials for this course. Self-growth experiential activities may be associated with this course content.

COUN 5800 Professional Orientation and Ethical Practice (3)
This course identifies and examines the history and philosophy of the counseling profession, goals and objectives of professional counseling organizations, the ACA Code of Ethics, professional credentialing and licensure, role identity of types of professional counselors, application of ethical and legal considerations in counseling, ethical decision making, models and appropriate use of, self-care strategies, and advocacy processes to address social and institutional barriers that impede access, equity, and success for clients. Self-growth experiential activities may be associated with this course content. Self-growth experiential activities may be associated with the content of this course.

COUN 5820 Consultation and Supervision (3)
This course examines consultation and supervision theories and practices as employed by counselors working and supervising in mental health facilities, educational institutions, and other professional counseling settings. Identification and application of consultation with other professionals and parents in counseling settings and with consideration for multi cultures is reviewed. Related ethical practice is integrated. Note: If this course is taken at a Webster campus outside of Florida, the course content should not be construed as leading toward a position in school counseling.

COUN 5850 Research and Program Evaluation (3)
This course examines areas including statistics, research design, and development of research and demonstration proposals related to the field of professional counseling in a multicultural society through the use of professional counseling literature. Related ethical practices are examined and applied. Additional goals of the course include understanding the importance of research in advancing the counseling profession; program development and demonstration proposals; development and evaluation of program objectives; principles, models, and applications of needs assessment; and culturally and ethically relevant strategies for interpreting results of research. Additional minimal fees for the purchase of assessment tools may be required of the student for this course. Self-growth experiential activities may be associated with the content of this course.

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 is on assessment, diagnosis, and treatment of mental, emotional, and behavioral problems using standardized diagnostic nomenclature. Consideration of multi-cultures and ethical practice is applied in discussions. This is an advanced topics course and course content will be specific. Students are expected to have completed foundational courses. Prerequisite: permission of instructor and or academic advisor.

COUN 5925 Foundations of Psychotraumatology (3)
Foundations of Psychotraumatology introduces students to the basic concepts of traumatology and some of the key therapeutic interventions used in dealing with clients suffering from critical incidents and stress and/or posttraumatic stress following accident, assault, disaster, crisis, and or acts of terrorism. The course provides an overview of the historical development of the field of psychotraumatology from early scientific focus at the beginning of the 20th century and leading to current clinical focus on critical incident stress management and post-traumatic stress counseling. The effects of trauma and crisis on various cultures and ethical practices are discussed. Self-growth experiential activities may be associated with the content of this course.

COUN 5950 Clinical Psychotraumatology (3)
Clinical Psychotraumatology focuses on equipping students with a
full range of current counseling interventions with which to counsel clients suffering from critical incidents stress and/or post-traumatic stress following accident, assault, disaster, crisis, and/or acts of terrorism. The course provides a thorough analysis of the current, leading clinical perspectives/theories with opportunity to develop a personal counseling intervention model and integrates multicultural perspectives and ethical practice.

**COUN 6000 Counseling Learning Practicum (3)**

Students are required to complete a 9 or 10 week practicum in conjunction with their counseling curriculum. The practicum is taught as a beginning clinical counseling experience and should provide beginning counseling activities including focuses on observation of direct client contact evolving to leading counseling sessions; development of beginning counseling and interpersonal skills and openness to supervision; and an understanding of the process of counseling. The site supervisor is required to be a licensed mental health professional with a preference for LPC/LMHC for clinical counseling students and school guidance counselors for school guidance students; and have training in a minimum of 2 year clinical supervision and a minimum of 2 years experience supervising counselors in training. Registration for this course requires permission of faculty supervisor/instructor and/or the Counseling Program coordinator or designee counseling advisor. Each student is required to plan his or her practicum with the Counseling Program coordinator and/or counseling academic advisor before completion of 15 credit hours in the program. The related Professional Practicum Agreement must be submitted to the Counseling Program coordinator or practicum faculty supervisor/instructor or designee before a student can register for the practicum. Students are required to abide by the ACA Code of Ethics (2005) in their practicum experience. This is a nonpaid practicum. Students are not permitted to use paid work sites and responsibilities toward clinical hours in this course.

Prerequisites: COUN 5020, COUN 5050, COUN 5100, COUN 5150 or COUN 5230, COUN 5200, COUN 5230, COUN 5600, and COUN 5800; and permission of COUN 6000 faculty supervisor (or designee) to register for the Practicum. In addition, per ACA Code of Ethics (2005), COUN 5600 is a prerequisite for Practicum sites that require the student to facilitate group counseling; COUN 5540 is a prerequisite for Practicum sites field experience sites that require the student to participate in a majority of family counseling; and, COUN 5630 is a prerequisite for Practicum field experience sites that require students to participate in a majority of a majority of substance abuse counseling.

This course may be repeated for credit. Seek advisement early in the program regarding program plan. The practicum is graded on the credit/no credit grading option; however, grades of W and F are permitted. No grades of Incomplete are permitted; hence, students should be prepared to complete all required clinical hours in the field experience when registering for the Practicum. For practicum students taking leave due to military or exceptional medical situations, see the Counseling Program advisor and the practicum faculty supervisor/instructor for potential grade completion options; all options are at the discretion of the faculty supervisor/instructor. Additional fees are required of students in this course for professional liability insurance and purchase of taping equipment. Students are required to provide evidence of professional liability insurance prior to seeing clients. Students may not transfer hours from Practicum to Internship.

This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses; it is recommended that students reduce to part time employment during this course. Students will be required to complete 40 direct hours (of 100 total) in the term; grades of Incomplete are not provided—hours must be completed. Students are encouraged to withdraw from Practicum 6000 before week 6 of the term for those field experience sites that cannot provide the required clinical hours. Students will be required to complete 100 clinical hours (40 hours of direct client counseling) in this course; meet with supervisors at the faculty at least one hour per week with no time being deducted for conferences. Registration for this course requires the site supervisor’s permission.

**COUN 6500 Internship (1.5 to 3 credit hours per term, for a total of 6 total credit hours, and 9 total credit hours in FL)**

Internship is an 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, case conceptualization, documentation, termination information and referral techniques, intake, staff meetings, and weekly supervision, etc.). Interns are required to complete a minimum of 10 hours of group facilitation as part of the total internship experience; and, yet, are required to experience a variety of counseling experiences primarily focused on individual counseling. Sites are required to provide a comprehensive experience. Sites that only provide group facilitation, case management, and/or intake activities will not be approved. The site supervisor is required to be a licensed mental health professional, preferably LPC/LMHC for clinical counseling students and licensed/certified school guidance counselors for school counseling students in order to develop professional development; and with formal training and or education in clinical supervision and a minimum of 2 years experience supervising counselors in training. The formal Professional Internship Agreement is required must to be completed by the student and the internship on-site supervisor and submitted to the internship faculty supervisor/instructor and/or Counseling Program coordinator prior to the initial class meeting (see counseling program coordinator or 6500 instructor for more information). Students are required to provide evidence of professional liability insurance prior to seeing clients. No school settings may be used for an internship sites unless in the states of Florida and only when specifically related to practical school qualification or licensure. At this time, except through special permission from the Counseling Program coordinator, Students are not permitted to use paid work sites and related responsibilities toward clinical hours in this course.

Prerequisites: COUN 5020, COUN 5050, COUN 5100, COUN 5150 and or COUN 5230, COUN 5200, COUN 5230, COUN 5600, COUN 5800, and COUN 6000; and approval by internship faculty supervisor to register for COUN 6500. In addition, per ACA Code of Ethics (2005), COUN 5600 is a prerequisite for Internship sites that require the student to facilitate group counseling; COUN 5540 is a prerequisite for Internship sites that require the student to participate in family counseling; and COUN 5630 is a prerequisite for Internship sites that require students to facilitate a majority of substance abuse counseling.

In addition, COUN 5540 is a prerequisite for field experience sites that require a majority of family counseling. COUN 5630 is a prerequisite for field experience sites that require a majority of substance abuse counseling.

This course may be repeated for credit. The internship consists of four terms of 1.5 credit hours each of COUN 6500 (some variation in FL). Approval of a 3-credit-hour per 9-week term (full time) internship requires extensive, documented experience in professional counseling of individuals and groups. Typical candidates for a full time internship include Chaplains and active school guidance counselors; all other students must complete at least 500 hours of clinical counseling experience; and a minimum of 10 hours of group facilitation as part of the total internship experience in keeping with ethical code regarding competency of counselors in training. The internship is graded on the credit/no credit grading option; however, grades of W and F are permitted. No grades of Incomplete are permitted in this course; students should be prepared to complete all required clinical hours in the registered term when registering for COUN 6500. For internship students taking leave due to military or exceptional medical situations, see Counseling Program advisor and the practicum faculty supervisor/instructor for grad completion options at the faculty supervisor discretion. This course requires the permission of the internship faculty supervisor/instructor or designee.
Additional minimal fees are required for this course for professional liability insurance and taping equipment. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than other courses. Students will be required to: complete a total of 600 hours (hours may differ in Florida) clinical hours including 240 hours of direct client counseling (hours may differ in Florida) during the total 4 term internship; meet weekly for a minimum of 50 consecutive minutes with their site supervisor during all terms of internship; and meet for a minimum of 90 minutes (or more) of group supervision per week with other Internship (only) students for all terms of internship. Weekly skills evaluations and activity logs are required components for this course. Self-growth experiential activities are associated with this course content. Students may not transfer hours from Internship term to Internship term.

**CSIS**

**CSIS 5300 Database Systems (3)**
This course will provide a foundation for understanding database technology by examining the way databases are used, designed and managed. The course will introduce fundamental concepts related to databases with an emphasis on the relational model. The course will cover the principles of designing databases and provide students with introductory experience in developing and using database applications. Management of databases in the workplace and the responsibilities of database administrators will be covered. This course requires a software program, Microsoft Access, for use as the database management system (DBMS) in hands-on activities. Also, as for all internet courses, the student must be disciplined and self-motivated. **Prerequisites:** Basic knowledge of computer and information technology; BUSN 6080 Business Information Systems or equivalent would provide sufficient background.

**CSIS 5310 Introduction to Decision Support Systems (3)**
In this course will teach fundamental concepts of information as well as decision support systems. The course will study information systems terminologies, decision-making process, data management, access, and visualizations, constructing a Decision Support Systems. The course will briefly discuss Executive Information Systems and networks role in a Decision Support System. **Prerequisites:** There are no formal prerequisites to CSIS 5310. However, it is assumed the student has adequate writing, mathematical, and analytical skills. Also, as for all internet courses, the student must be disciplined and self-motivated.

**CSIS 5400 Data Warehousing (3)**
Data warehouses were once unique technological advantages for the corporations that had them. Now they are a relatively common corporate decision support tool used by many organizations to better understand their business. This course will provide a foundation to understand data warehouse technology by examining the way they are designed, managed, and used. The course will explore the fundamental concepts related to data warehouses. Some of the topics of interest that are covered in this course are the business justification of a data warehouse, management of a data warehouse project, the design, construction, and operation of a data warehouse, issues of data quality and performance, and using the data warehouse. **Prerequisites:** Basic knowledge of computer and information technology and completion of CSIS 5300.

**CSIS 5410 Introduction to Data Mining (3)**
Many businesses are discovering that stored within their corporate data repositories are the elements to understanding and controlling the components of their business processes. Data warehousing, mining, and visualization are tools that can provide access to these elements. This course will provide a foundation to understand data warehouse technology, data mining methods, and data visualization techniques by examining how these three technologies interact and depend on one another. The course will review the fundamental concepts related to data warehouses. It will also introduce data mining techniques and have the student experiment with data mining applications. Finally, the course will explain how data visualization can allow managers to quickly access large data repositories and make clear decisions based on integrated information structures. **Prerequisites:** Basic knowledge of computer and information technology and completion of CSIS 5400.

**CSIS 5420 Data Mining (3)**
Data mining is the process of finding useful patterns in data. The objective of data mining is to use discovered patterns to help explain current behavior or to predict future outcomes. This course will explore some data mining methods with a primary focus on model building and testing, as well as on interpreting and validating results. Model building is both an art and a science that is best understood from the perspective of learning by doing and this course will supplement the text with exercises with a data mining tool that will enable the student to experimentally build and test data mining models. **Prerequisites:** Basic knowledge of computer and information technology and completion of CSIS 5410.

**CSIS 5600 Decision Support Systems (3)**
This course will require you to demonstrate your ability to create Enterprise Resource Planning (ERP) and decision support solutions for specific business requirements in an evolving scenario. Each week you will develop a project proposal utilizing the skills learned in this certificate program that meets a specified business need or initiative. **Prerequisites:** Basic knowledge of computer and information technology and completion of CSIS 5420.

**DMGT**

**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, discriminate 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 included are: 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.
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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 from the viewpoint of the general manager how companies create and sustain competitive advantage. This involves an understanding of both external factors - industry structure and rivalries - and internal factors of the firm, and how these factors influence strategic responses. Both process and leadership elements of strategy are discussed. The students analyze cases and empirical research to help prepare for their own research projects.

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, technostucture, human resource management, and strategic. Organizational development interventions are evaluated with special emphasis on modifications for international settings.

DMGT 7750 Advanced Organizational Behavior (3)
This course analyzes individual and group processes involved in organizational relationships. A dominant theme will be how theory and research inform sound management practice. Several contemporary OB topics, such as attitudes and job satisfaction, will be covered in detail during the course.

DMGT 7800 Topics (3)
Special areas related to DMgt program objectives are examined. Students may take up to three hours as elective, and a second three hours if program necessity dictates. Prerequisite: Permission of DMgt Director.

DMGT 7900 Integrative Seminar (3)
Employing critical thinking, students will synthesize concepts and models from their different core courses as a basis for managerial interventions and problem-solving. This seminar will employ in-depth discussion of articles, cases, and student research papers, and serve as a bridge to the methodology courses. Note: A student must complete this course with a grade of B or better to advance to the methodology courses.

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.

DMGT 8010 Project Completion (0)
For students who have fulfilled DMGT 8000 requirements and are making reasonable progress on their doctoral projects. This course keeps students active in the University system. May be repeated as needed during standard five-year program window. Prerequisite: Formation of doctoral project committee and permission of DMgt Director.

ECED

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 5096 Apprentice Teaching Seminar (1)
This seminar will help students in their apprentice teaching focus on multiple factors affecting their classroom experiences, student interactions and curriculum (including planning, classroom organization and structure, unit and lesson planning, and student assessment) through the creation of an electronic Portfolio or Teacher Work Sample. The course is designed to better prepare each student to meet the MoSTEP Standards within the context of the content being addressed. The seminar is a concurrent registration with the appropriate Apprentice Teaching course. Prerequisites: ECED 5431; ECED 5461; ECED 5462 with B or better and All required courses must be completed.

ECED 5200 Independent Study (1-3)
MAT 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 MAT degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the MAT degree with prior approval of the student's advisor. May be repeated for credit if content differs.

ECED 5430 Language and Motor Development in Infant Toddler Programs (3)
Young children use language, gestures and the people around them to gain access into social groups including school. This course examines the current state of theories about language acquisition and important conclusions about language learning that have significant implications for teaching infants and toddlers. The course also considers ways teachers observe the perceptual motor development of infants and toddlers and use these observations to support children's physical health, enhance motor skills, and support children with developmental lags. Students will examine developmental standards by which early childhood centers can be evaluated and improved. Students seeking post-baccalaureate initial certification must take ECED 5431 either concurrently or after completion of this course.

ECED 5431 Infant Toddler Practicum (1)
Concurrent registration in ECED 5430 Language and Motor Development in Infant Toddler Centers is preferred. The focus of this practicum is observation and participation in classrooms servicing children in Infant-Toddler Centers and supports an understanding of developmentally appropriate practice. Prerequisites: ECED 5010, ECED 5430.
ECED 5460 Curriculum Design (3)
Concurrent registration in ECED 5461 Pre-Primary Practicum and ECED 5462 Primary Practicum is preferred. This course combines a theoretical and experiential investigation of curriculum for children ages birth through eight years, with primary emphasis on pre-kindergarten through the elementary grades. It emphasizes the roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn how to develop curriculum plans that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Emphasis is placed on continuity of learning experiences for children, integration of subject matter knowledge through project studies and daily life experiences, and a negotiated learning process, which allows children and teachers to adjust and readjust their expectations through ongoing questioning and reorganization of experiences. Prerequisites: ECED 5010 Foundations in Early Childhood Education.

ECED 5461 Pre-Primary Practicum (1)
Concurrent registration in ECED 5460 Curriculum Design is preferred. The focus of this practicum is observation and participation in classrooms servicing children in primary grades. Prerequisites: EDUC 4740, ECED 5431, ECED 5460.

ECED 5462 Early Primary Practicum (1)
Concurrent registration in ECED 5460 Curriculum Design is preferred. The focus of this practicum is observation and participation in classrooms servicing children in primary grades. Prerequisites: EDUC 4740, ECED 5431, ECED 5460.

ECED 5466 Pre-Primary Practicum Early Childhood Special Education (1)
Concurrent registration is ECED 5830 Topics in Early Learning: Early Childhood and Special Education Curriculum and ECED 5830 Topics in Early Learning: Assessment and Intervention of Infants and Young Children is required. The focus of this 1-credit-hour practicum is observation and participation in inclusive classrooms in the primary grades. It centers on implementation of intervention strategies for children with Individualized Education Plans (IEPs). Prerequisites: EDUC 4740, ECED 5431 and ECED 5460.

ECED 5470 Observation, Documentation and Analysis of Learning in Early Childhood Education (3)
In this class, students will develop an understanding of how documentation based on close observation of children's learning processes helps to make learning visible and shape the learning that takes place in young children. They will learn why assessment of young children's strengths, progress and significant concerns that require focused intervention call for assessment strategies that are developmentally appropriate, culturally and linguistically responsive, connected to relevant children's daily activities and inclusive of families. Following an inquiry-based structure and cycle of learning and teaching, students will evaluate the impact of the children's activities and teacher strategies and create change in early childhood programs. The importance of continued professional development and continued accountability will also be emphasized. Students must have access to children, preferably in a classroom setting. Prerequisites: ECED Foundations in Early Childhood Education.

ECED 5480 Math Methods for the Young Child (3)
Students explore ways to support the young child's construction of knowledge in regard to numeracy. The educational implications of current cognitive theory and related research are examined. The Content and Process Standards developed by the National Council of Teachers of Mathematics (NCTM) provide a framework for teaching strategies. The course courses on children's mathematical learning in prekindergarten through third grade. Prerequisite: ECED 5460

ECED 5510 Understanding and Supporting Children's Thinking (3)
Students examine theory and research on cognitive development while considering the integral relationship with the development of children's social intelligence. Emphasis is placed on the study of children's memory, perception, language and literacy, logical-mathematical thinking, and problem solving. Students use action research methods involving observation and documentation to study children's thinking and learning processes. Curriculum implications with connections to state and national standards will explored with an emphasis on project-based and inquiry based learning. Students will learn how to develop strategies to scaffold children as individual and group learners. Prerequisite: ECED 5670 Social Intelligence and Relationships: The Foundation for Learning

ECED 5660 Social Intelligence and Relationships: The Foundations for Learning (3)
Students examine theories and research in regard to social intelligence and the development of relationships. The integral linkage of social and moral development with children's intellectual development is explored. Curriculum implications for diverse learners are examined. Emphasis is placed on interactions that foster mutual respect and trust with adults and children; the development of self-regulation and social responsibility; self-esteem, social knowledge and competence; cooperation and collaboration, and positive dispositions toward learning and life. A focus will be placed on children as individual and group learners. Connections will be made to state and national standards. Students use action research methods involving observation and documentation to study children's behavior and learning processes. Ecological systems perspectives of the child, within the family, and within the community will be integrated throughout the course.

ECED 5740 Inquiry Learning in Early Childhood (3)
This course is designed to give student an in-depth, practical look at the first through third grade elementary child while focusing on a theoretical and experiential investigation of programming, curriculum, and assessment. Methods and techniques of teaching science and social studies with an emphasis on organization of inquiry learning will be a focus. The class stresses the various roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn to evaluate learning models, organize curriculum projections that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Students will also learn how to interpret this information to access outcomes and support children's continued development and learning. Developmentally appropriate integration of technology into the primary classrooms will be discussed.

ECED 5750 Negotiated Learning: The Reggio Emilia Approach to Early Education (3)
This course focuses on the central role of documentation in the social constructivist approach to early learning that has emanated from the early childhood programs of Reggio Emilia, Italy. Students explore multiple ways to observe and document the learning experiences and learning processes of young children and then study that documentation to determine how to support children's thinking and negotiate learning. Documentation is used to improve discourse by serving as a database for reflective teaching. Documentation and discourse enable teachers to generate designs for future learning experiences that have continuity with children's thinking and prior experience. Together, these three components of documentation, discourse and design define a negotiated learning process that involves continuous action research of teaching and learning.

ECED 5760 Fundamentals of the Reggio Approach Study Tour (3)
This study tour examines the process of observation, questioning, experience and reflection as integral components of meaningful learning in the renowned early childhood programs in Reggio Emilia, Italy, named as
Course Descriptions

one of the best educational systems in the world. Principles fundamental to the Reggio Approach include an image of the child as competent and full of potential; working collaboratively with children, parents and the larger community; carefully designing the environment to facilitate the social constructs of understanding and to document the learning taking place with the space; and listening closely to children and devising means to provoke inquiry-based learning. Participants in the study tour will be introduced to the history of the Reggio Approach, tour the atelier and classrooms, engage in dialogue with teachers, view project presentations, explore materials, and reflect upon their experiences.

ECED 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisite: advancement to candidacy.

ECED 5810 Pedagogical Internship I (3)
This supervised internship is required for candidates pursuing the graduate certification in pedagogical coordination of Reggio Inspired Schools. It is the first of a two -semester sequence of internships required for completion of the graduate certificate program. Students work as apprentices in a Reggio Inspired School to learn the role of pedagogista. This role involves strong understanding of the skills and concepts of observation and documentation of learning processes, collaborative action research strategies, mentoring and coaching to support professional development of teachers, and ability to support and develop systems of communication and participation with families and community in early childhood settings.

ECED 5811 Pedagogical Internship II (3)
This supervised internship is required for candidates pursuing the graduate certification in pedagogical coordination of Reggio Inspired Schools. It is the second of a two -semester sequence of internships required for completion of the graduate certificate program. Students work as apprentices in a Reggio Inspired School to learn the role of pedagogista. This role involves strong understanding of the skills and concepts of observation and documentation of learning processes, collaborative action research strategies, mentoring and coaching to support professional development of teachers, and ability to support and develop systems of communication and participation with families and community in early childhood settings.

ECED 5820 Creating Learning Environments (3)
This course is designed for early childhood, elementary and special education teachers who are interested in examining the human and physical elements that shape the learning environment and exploring ways to intentionally organize and use these elements to enhance the living and learning experiences of young children. The learning environment will be viewed from multiple perspectives: As a reflection of beliefs and values; as a strategy for teaching and learning; as a forum to empower the community of learners; as a tool for teacher research and student assessment; and as an arena for ongoing professional inquiry.

ECED 5830 Topics in Early Learning
These courses are designed for educators who work with children from birth through age eight and/or their parents. Additional topics will be added as developments occur in the field of early learning and as teachers who are working in this area indicate their interests and concerns. This course number may be repeated for credit with different topic designations. Examples of offerings in this area are:

Administration of Early Childhood Programs (3)
This course introduces students to crucial issues in administering early childhood programs. These include public policy and regulation, management theory and leadership styles, new program development, protection of children in and out of home care, quality and affordability, staff development and supervision, and legal issues.

Art and the Young Child (3)
This course emphasizes art as a natural form of communication for the young child. Current research on art for the young child will be studied and discussed. We will review the effectiveness of the teacher as facilitator in art activities for children, and explore ways to incorporate art into the basic curriculum. As a class we will discover resources for supplies and ideas, and reflect on our present art activities.

Early Childhood Issues (3)
Students will thoughtfully and critically examine major issues, trends, controversies, and challenges in early childhood education, surrounding practices policies, and professional development. They will gain in-depth knowledge of the key dimensions of a chosen topic by conducting an individual analysis grounded in theoretical principles, professional literature, and personal experiences.

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 normal infants and toddlers, as well as those with special needs.

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.

The Young Child as Naturalist (3)
Through activities and discussions, this course will introduce techniques and experiences that encourage a conservation ethic and nurture environmental awareness in young children. While a survey of environmental themes will be key, emphasis will be placed on the importance of nature education at the early childhood level.

ECED 5840 Issues in Parenting (3)
This course is designed to expose students to the development and use of a variety of effective techniques for interacting with parents of young children. Students explore situations such as parent-teacher conferences, parent meetings, the use of parents as volunteers, and parents as policymakers. Attention also focuses on needs of the single parent, the student parent, parents working outside the home, foster or adoptive parents, and the older parent.

ECED 5850 Practicum in Early Childhood Education (1-4)
This practicum offers a variety of options for placement and 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 Cross-Cultural Perspectives in Early Childhood (3)
This course addresses the contributions of diverse cultures within the society of the United States. Students will examine and analyze racism, sexism, ageism, and ability levels with the schools and community. This course will also focus on diversity among groups of people and individuals based on ethnicity, socioeconomic status, family structure, exceptions, language, religion, sexual orientation, and geographical area. Early childhood education in different countries and cultures will be discussed and ideas generated about implications for teaching young children.
ECED 5870 Valuing the Expressive Languages in Education (3)
Communicating through varied languages such as drawing, paint, clay, sculpture, dance and music in addition to the spoken and written word can provide new possibilities for expressing learning among children of all ages and abilities. Students in this course will experience and experiment with a myriad of representational and symbolic materials in the ateliers/studios of the Maplewood Richmond Heights Early Childhood Center. The rights of children as unique learners, curriculum design and reflective assessment will be examined. Students will explore, facilitate the use of and document at least one creative language with depth. The work of educators from Reggio Emilia will serve as inspiration.

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.

ECED 5940 Apprentice Teaching: Pre-Primary (6)
Teacher certification candidates only. This course is meant for candidates seeking certification in early childhood education at the pre-primary level. Prerequisites: ECED 5431, 5461, 5462 (practica must be passed with B or better grades); passing score on PRAXIS Exam #20021; and all courses completed. Concurrent registration in ECED 5945 Apprentice Teaching Seminar is required. Apprentice teaching placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts.

ECED 5950 Apprentice Teaching: Primary (Grades 1-3) (6)
Teacher certification candidates only. This course is meant for candidates seeking certification in early childhood education at the primary level. Prerequisites: ECED 5431, 5461, 5462 (practica must be passed with B or better grades); passing score on PRAXIS Exam #20021; and all courses completed. Concurrent registration in ECED 5945 Apprentice Teaching Seminar is required. Apprentice teaching placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts.

EDTC

EDTC 5010 Introduction to Classroom Technologies for Educators (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, videodisks, Internet, and electronic communications (video, audio, and data).

EDTC 5020 Assistive Technology (3)
This is a hands-on, project based course designed to help educators evaluate hardware and software in relation to a student’s specific disability. It provides an in-depth explanation of hardware and software developed for people with disabilities.

EDTC 5030 Topics in Classroom Technologies (1-3)
The courses are designed to expose students to particular classroom applications or issues on the use of technology. This course may be repeated for credit if the content differs.

EDTC 5032 Introduction to Assessment Using Technology (2)
This course examines different methods to collect, organize, and analyze information using technological tools. It examines substantive and evidentiary learning processes, ISTE NETS, psychology of learning, pros and cons of using technology to assess, and the ethical and social aspects of evaluation and what assessment means in any curriculum and how can technology aid in the process.

EDTC 5033 Learning Communities (1)
This course is for individuals in an educational or business setting who have the desire to create and implement successful learning communities with technology in a teaching/instructing atmosphere. This course will take into account researching, creating, formulating, problem solving, grouping strategies, managing, and evaluating and assessing all aspects of learning communities in the educational/instructional setting.

EDTC 5034 Maximizing Interactive Learning with Technology (2)
This course enables educators to improve student retention, and increase learning through the use of hands-on activities that complement curriculum across the board. This course covers the adaptation process of application software, free bundled software, and online searching and researching in computer labs and in one-computer classrooms.

EDTC 5036 Searching for Classroom Grant Opportunities (2)
This course is for individuals who have the desire to locate grants that are offered to educators, trainers, and instructors. It covers searching for grants using the Internet and traditional methods. The course also covers writing techniques, terminology, tips, and suggestions for effective grant writing to simplify the process and ensure success.

EDTC 5040 Graphic Design for Educators (2)
Computer graphics adds imagery for the web, design for the printed page, and broadcast-quality to multimedia presentations. This course covers the basic applications of computer graphics into word processing, multi-media, and web projects. Some topics include: downloading from the web, creating, converting, manipulating, placement, and exporting of graphics.

EDTC 5070 Desktop Publishing for Educators (2)
This course is a study of desktop publishing and the current state of the desktop publishing industry. Emphasis will be placed on how to actually create a publication from start to finish and include emphasis on types of publications useful in the classroom. Software required or access to the software in the lab. Prerequisite: EDTC 5040.

EDTC 5190 MP3 Players and Creating Podcasts (3)
This course provides instruction and strategies on how to utilize MP3 players and Podcasting in the classroom. Students will learn how to convert and transfer music, audio books, and podcasts onto an MP3 player and will learn how to create audio podcasts as well as enhance podcasts with photos. MP3 players will be provided for students. Strategies will also be given on how to use podcasts and MP3 players effectively in the classroom to increase student motivation and raise achievement.

EDTC 5200 Independent Study (1-3)
MAT 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 MAT 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 required to apply it to the MET degree.

EDTC 5250 Programming for Educators I (2)
This course is designed to provide educators with foundational skills and
Course Descriptions

Experiences in computer programming. Students will be introduced to the rationale, uses, and history of computer programming in schools. Basic programming concepts using Scratch will be taught. Such concepts include: procedural programming, event driven programming (control structures, sequence, if/else, for loop, while loop), stepwise refinement. Emphasis will also be on students’ reflection on various advantages for using programming in the K-12 environment as a tool for teaching/instruction. Educational programming languages for the K-12 classroom such as MSWLOGO, XLogo and Scratch will be used.

EDTC 5255 Programming for Educators II (2)
This course is designed to provide educators with skills and experiences with computer programming beyond the basic level. Students will be introduced to the Python programming language, concepts covered include:

- user interaction, procedural programming (methods, parameters, return values)
- GUI programming, variables, lists and arrays, error handling, debugging.

Emphasis will also be on rationale for using programming in the K-12 environment as a tool for teaching/instruction. Programming languages for professional applications development – Python will be used. Prerequisites: EDTC 5250 or Permission of Instructor

EDTC 5290 Digital Video for Educators (3)
This course enables participants to plan, design, script, produce, edit and present digital movies. Emphasis is on classroom lesson design and teaching-learning applications. The course focuses on teachers making videos for instructional presentations and students making video for creative writing/storytelling, reporting research, and assessment of learning.

EDTC 5295 Advanced Digital Video Editing (3)
This course provides an extension to the “Digital Movie Making” class. In this class, students will learn the basics of Non-linear video editing, the set up and importance of lighting and audio to good video, and how to export video for a variety of audiences. Other advanced techniques like compositing, blue/green screen, and title and text generation will also be taught. Prerequisite: EDTC 5290.

EDTC 5297 Advanced Computer Graphics and Desktop Publishing for Educators (3)
This is a course on developing students’ critical and creative thinking skills using advanced computer graphics and desktop publishing. It will include topics such as an introduction to the Bézier curve, palettes, brushes, and combining applications. Prerequisite: EDTC 5070.

EDTC 5332 Computers 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.

EDTC 5334 Constructivism and Technology (3)
This course is an introduction to constructivist theories in education and their applications to curriculum and instruction. The course employs collaborative processes and learning community-based web technologies (i.e. Web 2.0 tools) so that students learn about constructivism by experiencing constructivist methodologies and technologies used in this course. Participants build their knowledge and skills about constructivist theory and practice through collaborative writing and curriculum building using new interactive web technologies.

EDTC 5336 Technology and Differentiated Instruction (2)
This course will provide the participants with a philosophical, professional, and practical framework for the integration of computer technology into differentiated instruction in the K-12 classroom. Participants will explore learner characteristics of high-incidence student groups (gifted, ELL, special education, culturally diverse groups, gender groups), student needs and appropriate teacher responses, and elements of differentiated instruction. A toolbox of technology interventions will be developed. Participants will gain skills in evaluation of currently used instructional units in order effectively to integrate differentiation strategies using computer technology. Legal, ethical, and practical issues will be considered.

EDTC 5338 Evaluating Emerging Technologies (3)
In this course the student is introduced to the basic concepts of emerging technologies. Emphasis is given to three primary functions: evaluation, selection, and integration of technology. Additional topics include: background of technology into teaching, planning and implementation for effective integration for classroom and school districts including aspects of distance learning resources and methods, Web sites and Web pages and Internet use exploration as educational technologies, and use of emerging developments in technology for future use.

EDTC 5340 Modeling Data to Enhance Instruction (3)
This course is designed to focus teachers on engaging in data-driven decision making for instructional improvement. In the context of national and state-based teacher accountability systems, teachers are expected to use student performance and test data to improve student learning by differentiating instruction for each student. In this course, teachers will use data modeling software in conjunction with inquiry-based approaches to interpret and analyze student performance data. Using these modeling tools teachers will engage in trend analysis, data representations and visual modeling of individual student data. Teachers will also learn how to teach inquiry based data modeling concepts to students in their own classrooms.

EDTC 5410 In-Service Topics (1-3)
In-service courses are designed to provide educators with practical applications of contemporary research and methodology to improve classroom effectiveness. This course may be repeated for credit if the content differs. Limited number of credits may be applied to the MET degree.

EDTC 5410 In-Service Topics Captivate in the Classroom (2)
Discover how to enrich one’s presentations whether in a classroom or online by using Adobe Captivate to enhance your presentation for your next semester. Storyboarding will help you design an interactive presentation. The course involves a recording device to record the presentation you storyboarded. Finally, you will incorporate PowerPoint or screen captures of any software or WWW to create your presentation. Knowledge of PowerPoint is required.

EDTC 5410 In-Service Topics Flash in the Classroom (2)
Discover ways in which to enhance curriculum using the multimedia-authoring program Flash. 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 5410 In-Service Topics Inspiration for the Classroom (1)
This course is designed to provide educators with practical applications of contemporary research and methodology to improve classroom effectiveness. This course may be repeated for credit if the content differs. Limited number of credits may be applied to the MET degree.

EDTC 5410 In-Service Topics Integrating Multimedia from the Internet into the Curriculum (2)
Students will learn to locate and integrate a variety of images, sound files and video from the Internet into curriculum activities. Emphasis will be on activities that promote critical thinking in the K-12 classroom.
EDTC 5410 In-Service Topics Microsoft Office (2)
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 5410 In-Service Topics Using PDAs in Education (1)
This course will discuss capabilities and terminology associated with handhelds, and how they can be used in the classroom, in the business world, and in everyday life. We will examine how they are more than time and organizational managers, and how they support teaching and learning in the classroom. With a focus on educational applications, but also including business applications, we will search on the Internet for free and / or low-cost educational, utilities, and game software programs and practice downloading and uploading. We will discuss assessment methods, hot sync, beaming, copyright issues, curriculum content, various PDAs, and ways and means to obtain handhelds.

EDTC 5410 In-Service Topics Whiteboard in the Classroom (1)
Students will learn about interactive whiteboards and their implementation in educational environments. Students will investigate the options available in hardware and software as well as learn to incorporate interactive whiteboards for effective teaching and learning.

EDTC 5460 Curriculum Design Technology Apps (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. Participants will design curriculum for their particular content area integrating technology into the student learning experience. Evaluating software packages for use within the curriculum is required.

EDTC 5465 Instructional Design (2)
Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This course allows participants to create a comprehensive instructional project in their own content area. This project will reflect their knowledge of learning theory, 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: EDUC 5460 or EDTC 5460.

EDTC 5550 Web Page Authoring and Design I (2)
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. Tables, forms, style sheets, and frames in educational settings will be covered.

EDTC 5555 Web Page Authoring and Design II (2)
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. This is the second half of EDTC 5550. Tables, forms, style sheets, and frames in educational settings will be covered. Prerequisite: EDTC 5550.

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.

EDTC 5560 Internet Applications JavaScript (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: EDTC 5555.

EDTC 5630 Advanced Topics in Classroom Technologies (1-3)
The courses 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.

EDTC 5631 Literacies and Technology (3 hours)
This is a project based course that will explore the realm of literacy and how technology can be used through tools such as grants and other search engines to find resources to supplement literacy and media. Aspects of literacy and goal setting recommendations based upon technology will be addressed.

EDTC 5632 Databases for Decision Making (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.

EDTC 5633 Adult Learning and Technology (2)
This class focuses on two specific areas of teaching and learning: adult learning methods and the use of technologies appropriate to environments that engage adult learners. While the material covered in this course will deal with good practices in the teaching of adult learners, it will also provide sound methodology in the teaching of k-12 students as the focus is on individualizing education and creating relevance in course materials specific to immediate needs.

EDTC 5635 Robotics in the Classroom (2)
In this class students will examine how incorporating robotics technology into pre-existing lesson plans will create investigative play through the design of meaningful projects, encourage group participation, enhance social skills, increase comprehension, retention, and thinking and learning skills. Students will build a TechCard chassis-based robot using principles of basic electronics. Students will create a robot that is aesthetically pleasing and one that solves a real-world problem and does something. Students will examine and discuss how robot building involves probability, planning and predicting, designing, hypothesizing, measuring, applying mathematical and scientific principles. Discussions will include how robotics relate to education, how to incorporate robotics into existing lesson plans to enrich and expand on already existing lessons at any grade level in multiple disciplines.

EDTC 5637 Systemic Change Theory & Technology (3)
The introduction of various technologies into our teaching and learning environments is meant to strengthen the ability of institutions, teachers, and students to reach their educational goals. The implementation phase, however, is often a turbulent process involving a great deal of institutional and pedagogical change. This course will focus on the processes of change in teaching and learning environments that are normalizing the use of educational technologies and explore various theories of resistance and adoption.

EDTC 5638 Technology and Language Arts (2)
Discovers ways of using technology to enhance the language arts curriculum. This hands-on course will develop many enriching activities for your students in language arts.

EDTC 5639 Technology and Thinking Skills (3)
This is a course on developing students’ critical and creative thinking skills using new video and computer technologies.

EDTC 5710 Maintaining Computer Systems (2)
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 5720 Computer Networks (2)
This 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.

EDTC 5730 Technology Environment Management (2)
This course is designed to provide hands-on technical management skills. Topics include equipment attainment, installation, maintenance, troubleshooting, and technical support. Prerequisite: EDTC 5720.

EDTC 5740 Designing Educational Tech Facilities (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.

EDTC 5745 Instructional Technology Planning and Management (2)
This course reviews the strategies used for effective technology planning and management. Determining level of technology integration, evaluating appropriate technology acquisitions, developing successful technology plans, and planning successful technology staff development will be reviewed through readings and student projects. State and national standards for student and teacher performance will be a focus for the course.

EDTC 5750 Special Institute (1-3)
Various institutes are offered to provide a wide range of workshop experiences and contemporary topics in the area of educational technology. For more specific and current information, contact the MAT office. This course may be repeated for credit if the content differs. Prerequisite: permission of the Educational Technology Coordinator.

EDTC 5820 Designing an Online Course - Part I (2)
This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course. Prerequisite: EDTC 5465.

EDTC 5825 Designing an Online Course Part II (2)
This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course. It is a continuation of EDTC 5820. Prereq: EDTC 5820.

EDTC 5830 Video Conferencing for Educators (3)
This course will familiarize the student with multiple video conferencing and collaboration technologies, along with technical and policy issues involved in their use in the classroom. Students will develop strategies and techniques in the use of these technologies to effectively address classroom learning objectives. Uses for teachers and their students include, but are not limited to, virtual field trips, professional development opportunities, contact and collaboration with experts outside the classroom, and utilization of established video conferencing programming. Prerequisite: EDTC 5465.

EDTC 5840 Designing an Online Curriculum (3)
This course will engage the student in designing a virtual school curriculum using current curriculum and instructional design principles. The focus is on curriculum building for an entire virtual school. Prerequisite: EDTC 5820 and EDTC 5830.

EDTC 5900 Technology Ethics & 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 MAT 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 MET graduate and permission of the Educational Technology Coordinator.

EDTC 5995 Final Program Survey (0)
All educational technology MET students are required to register for this zero credit hour course during their final semester. Students complete a program evaluation survey about their participation in the educational technology program. For specific guidelines see the EDTC Coordinator. This course is graded on a credit/no credit basis only.

EDTC 5996 Content Performance Portfolio (2)
The aim of the Content Performance Portfolio Course is to assist educational technologists (facilitators and coordinators) in developing and demonstrating their mastery of skills that are related to the facilitation of technology in their school environment. Different mediums of representation such as print, video, visual and web will be used to demonstrate student competencies with National Educational Technology Standards at the advanced level. By engaging in and demonstrating multiple forms of representation with media, students will explore processes for becoming effective educational technology facilitators. The overall construct of the course will demonstrate ISTE NETS skills and competencies, however the portfolio will be organized around AECT standards.

EDTC 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an MAT 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.

EDTC 6022 Designing Accessible Learning Communities (3)
Technology facilitators are increasingly called on to create safe and supportive learning environments that allow learners to be more independent and valued. Federal laws (e.g. IDEA and NCLB) require learners in schools to receive accommodations and accessibility options. Beyond such mandates, however education leaders should be able to engage in Universal Design for all populations and their environments. This course engages learners in universal design and accessibility principles and practices.

EDTC 6136 Designing Accessible Learning Communities Internship (1)
Technology facilitators are increasingly called on to create safe and supportive learning environments that allow learners to be more independent and valued. Federal laws (e.g. IDEA and NCLB) require learners in schools to receive accommodations and accessibility options. Beyond such mandates, however education leaders should be able to engage in Universal Design for all populations and their environments. This course engages learners in universal design and accessibility principles and practices. This course is a semester long internship. It involves fieldwork in which the candidate spends an extended period of time with an individual with special needs. The candidate then proceeds to reflect on the experience and designs a technology based application (process or procedure) for enhancing the learning experiences of the individual. It is to be taken concurrently with EDTC 6022.

EDTC 6240 Educational Statistics (2-3)
Educational Statistics is an introductory graduate course in using quantitative methods for inquiry in education. Students will be exposed to the fundamental concepts and procedures of descriptive and inferential sta-
Course Descriptions

**EDUC 5001 Foundations of Global Citizenship (3)**
This course enables educators to develop knowledge, skills and competencies for living and working in the global and digital age learning environments. Students develop research and professional writing and scholarship skills using both traditional media (books, journals) and new media (online databases, video and online resources, wiki-book authoring). They understand local and global societal issues and responsibilities; model legal and ethical behaviors in their professional practice; and exhibit leadership in solving social, global and educational problems. They develop skills in communicating, collaborating and building learning communities with peers, experts, and students across cultures, ethnicities, ideologies, languages, abilities, and other diversities.

**EDUC 5019 Foundations of Education (3)**
This course provides an overview of social, historical, and philosophical bases of current school practice and organization. Analysis of issues and problems in schools is a focus of this course. This course is recommended for individuals with limited classroom experience and will include an embedded practicum.

**EDTC 6245 Research Design (2-3)**
Students will be exposed to various quantitative and qualitative methods as well as mixed methods. Knowing which method(s) to use with various research questions is important.

**EDTC 6250 Thesis in Educational Technology I (3)**
In this course students write a comprehensive thesis that focuses on original research in the field of educational technology. This thesis should include the following elements: 1) identification and description of a research question, 2) examination of related bibliographic sources (literature review), 3) data collection and analysis, 4) findings, discussion, and conclusions. Ultimately students are expected to propose, develop, complete, and defend a thesis that incorporates a comprehensive understanding of research methods and critical analysis based in their coursework throughout the program. The thesis area or topic will be developed by the student in consultation with the major instructor as well as a committee comprising other faculty or local experts. The thesis proposal and document must be presented in accord with Webster University Graduate Thesis guidelines and departmental specifications. **Prerequisite:** EDTC 6250.

**EDTC 6300 Technology Project Management (3)**
In this course students will engage in developing and demonstrating their mastery of skills that are related to the facilitation of technology in their school environment. Different mediums of representation such as print, video, visual and web will be used to demonstrate student competencies with National Educational Technology Standards at the advanced level. By engaging in and demonstrating multiple forms of representation with media, students will explore processes for becoming effective educational technology facilitators.

**EDTC 6301 Technology Project Management Internship (1)**
This course is a semester long internship. It is to be taken concurrently with EDTC 6300.

**EDTC 6460 Foundations of Educational Technology Leadership (3)**
This course engages students in acquiring the competencies and skills for understanding as well as implementing technological pedagogical content knowledge (TPCK). By focusing on the concepts and competencies that teachers ought to have so as to meaningfully integrate technology into instruction in their specific content area this course supports the growth of teachers’ professional knowledge base. The course focuses on the ability of teachers to recognize the evidence based applications of technology in specific subject area as distinct across disciplines.

**EDTC 6461 Design of Technology Supported Learning Environments Internship (1)**
This course is a semester long internship. It is to be taken concurrently with EDTC 6460 and EDTC 6465.

**EDTC 6465 Design of Technology Supported Learning Environments (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 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:** EDTC 6460.

**EDTC 6995 Final Program Survey (0)**
All educational technology EdS’ Technology Leadership students are required to register for this zero credit hour course during their final semester. Students complete a program evaluation survey about their participation in the educational technology program. For specific guidelines see the EDTC Coordinator. This course is graded on a credit/no credit basis only.

**EDTC 6996 Content Performance Portfolio (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 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:** EDTC 6460.

**EDUC**

**EDUC 5001 Foundations of Global Citizenship (3)**
This course enables educators to develop knowledge, skills and competencies for living and working in the global and digital age learning environments. Students develop research and professional writing and scholarship skills using both traditional media (books, journals) and new media (online databases, video and online resources, wiki-book authoring). They understand local and global societal issues and responsibilities; model legal and ethical behaviors in their professional practice; and exhibit leadership in solving social, global and educational problems. They develop skills in communicating, collaborating and building learning communities with peers, experts, and students across cultures, ethnicities, ideologies, languages, abilities, and other diversities.

**EDUC 5019 Foundations of Education (3)**
This course provides an overview of social, historical, and philosophical bases of current school practice and organization. Analysis of issues and problems in schools is a focus of this course. This course is recommended for individuals with limited classroom experience and will include an embedded practicum.

**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.
Webster University

Course Descriptions

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.

EDUC 5100 Multidisciplinary Education (3)
Students select a curriculum area in which they wish to improve their skills; they proceed to examine ways in which the subject could be taught using ideas from mathematics, science, social studies, and language arts. This is followed with explanations and demonstrations that indicate the student is capable of teaching his or her selected curriculum using a multidisciplinary approach.

EDUC 5111 Classroom Applications of International Experiences (1-3)
This course enables teachers to build curriculum and instructional materials on the history, culture, language, literature, arts, religion, science, or politics of an international culture or country. Traditional sources (including books, journal articles and library resources), multimedia resources (web resources, photos, videos) as well as first hand immersion experiences (observations, interviews, travel journal experiences) at an international destination are integrated into curriculum units, multimedia presentations and other instructional materials. The course may be repeated for credit if the topic or international destination differs.

EDUC 5200 Independent Study (1-3)
Graduate 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.

EDUC 5210 In-Service Education (1-4)
Webster offers various graduate in-service courses that are not part of the existing MAT 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 MAT advisor.

EDUC 5220 Contemporary Educational Issues (3)
This foundation course is an overview of educational topics. It is designed to identify and analyze current educational issues through reading, writing, discussing, and presenting ideas. Individuals explore historical perspectives, philosophical theories, and sociologic influences that are related to contemporary educational concerns.

EDUC 5230 Foundations of Humane Education (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.

EDUC 5300 Methods of Teaching Elementary School Students (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. Prerequisites: EDUC 5220 or COMM 5670 or EDUC 5020 (recommended for those individuals who have limited classroom experience)

EDUC 5410 In-Service Topics (3)
In-service courses are designed to provide MAT degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses may be approved for the MAT with prior written approval of the student’s advisor. May be repeated for credit if content differs.

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.

EDUC 5490 Seminars in Education (1-3)
Seminars are designed to focus on contemporary research and classroom application of these data. Different topic designations may be repeated for credit.

EDUC 5750 Special Institute (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 MAT Office. 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.

EDUC 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an MAT class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student’s place of employment.

EDUC 6001 Integrated Studies in Education (3)
In this course students develop and implement a comprehensive project in their specialization area in education. The project may be a field-based design, implementation and evaluation of a course, program or curriculum or a professional development plan for other educators; or it may be a research project. The project should document the impact on PK-12 learners. Prerequisite: completion of 27 hours of coursework in the MA program.

EDUC 6250 Thesis (3-6 hours)
The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. May be repeated for credit up to maximum of 6 hours.

EFGS

EFGS 5000 Foundations: Education for Global Sustainability (3)
This course will provide an understanding of Global Sustainability and guide participants in ways to incorporate the information into their classrooms. EFGS 5000 should be taken within the first 9 hours of the program. Content will provide understanding in addressing environmental issues and the relationship between the environment, economy and global community. Crucial for today’s PK-12 students, this framework will also provide candidates with the tools to go beyond identifying environmental problems and prepare them to envision the path towards a secure, just, sustainable, and healthy future for the planet.
This course examines the phenomena of humanity's disconnection from nature, how this affects children, the ramification of this global attitude, and ways to reverse the trend. Outdoor education methodology will be included. Through activities and discussions, the instructor will introduce techniques and experiences that encourage a conservation ethic and nurture environmental awareness in children. While a survey of environmental themes will be key, emphasis will be placed on the importance of nature experiences for children.

EFGS 5260 Topics in Education for Global Sustainability (1-3)
This course provides candidates with practical applications of contemporary research and methodology to improve classroom effectiveness while considering the goals and concepts of sustainability. The specific topic of this course will change depending on the instructor, but will always help teachers to better understand the relationships between a healthy natural environment, economic stability, and social justice. Different topic designations may be repeated for credit.

EFGS 5270 Exploring Regions (3)
This course introduces students to techniques and resources for learning specifics about the natural history (nature, geography, and indigenous people) of a specific region. After learning these approaches, the group meets in a designated natural environment and spends a week applying the methods to unravel the mysteries and treasures of that region. This is an online course with one week face-to-face in the field.

EFGS 5900 Reflections and Next Steps (0)
For participants seeking the EFGS certificate only. After 18 hours of a variety of courses, the EFGS emphasis student will be eligible for university certification by taking this final course.

ENMG

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.

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 or approval of waiver by instructor.

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 5400 Sustaining the Environment (3)
This course introduces students to the fundamental principles, concepts and knowledge in the area of environmental sustainability relative to the impact that our current lifestyles and population trend have on the attainment of a sustainable society. A primary goal of the course is to present opportunities to analyze specific environmental issues related to sustainability and to reflect upon how and to what extend society's behaviors impact the problem and the potential for individual change and civic engagement.

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

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

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

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 MS in environmental management.

EPSY

Note: Other MA in applied educational psychology courses are listed under Education Innovation, Social Science Education, Special Education, and Educational Technology.

EPSY 5001 Foundations of Global Citizenship (3)
This course enables educators to develop knowledge, skills and competencies for working in the global and digital age learning environments. Students develop research and professional writing and scholarship skills using both traditional media (books, journals) and new media (online databases, video and online resources, wiki-book authoring). They understand local and global societal issues and responsibilities and model legal and ethical behaviors in their professional practice. They develop skills in communicating, collaborating and building learning communities with peers, experts, and students.

EPSY 5060 Assessment and Evaluation of Academic Performance (3)
Students explore the use of assessment methods to evaluate student achievement and instructional effectiveness. Topics include descriptive statistics, measurement, and assessment methods used in standardized achievement tests. Curriculum-based evaluation devices (oral and written tests, scoring rubrics, grading practices, etc.) as well as informal teacher assessment and evaluation of student learning and behavior are reviewed.

EPSY 5100 Theories of Creativity: Implications for Education (3)
In this course students will examine contemporary theories of creativity and creativity development and their implications for education and educational psychology. They will learn how to model creative behavior and encourage creative expression in others. Students enrolled in this course will test creativity theories by (a) applying them to their own past experiences with creative endeavors, (b) by determining to what extent the theories can adequately explain the emergence of extraordinary inventions, breakthroughs, and works of art and (c) by producing a creative product, project, or presentation.
Webster University

Course Descriptions

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., responsibility, sharing, friendship, rules, sex roles); the development of values and conscience; and the emerging personality of children and adolescents. Students explore ways of working with children and youth in enhancing the development of these concepts.

EPSY 5130 Educational Psychology (3)
Students explore the nature of human growth and development from the perspective of learning, examine the factors contributing to academic success, and consider how effective teaching can have a positive impact on students’ classroom behavior, motivation, and learning. Theoretical knowledge, educational research, and practical applications are stressed. This course includes a field experience in which students observe and interview educators and then write a paper describing their experience and applying their knowledge of educational psychology.

EPSY 5150 Resilience and Self-Concept Development (3)
The purpose of this course is to provide theoretical frameworks, specific concepts, and teaching strategies that help enhance student engagement, self-concept development, interpersonal understanding, and psychosocial resilience 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, psychology, and child development that aids the teacher in guiding learning activities of children of preschool age through early adolescence. Students enrolled in this class will learn how to modify instruction to meet the developmental needs of all children. Issues of diversity in child development, including multicultural perspectives and inclusion strategies, are also examined.

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 behavioral models. Participants explore various intervention and prevention strategies.

EPSY 5171 Models of Behavior Management (3)
This course focuses on behavioral interventions and mental health services designed to develop social and life skills in children. Graduate students enrolled in this class will study the assumptions and principles of a variety of models and methods of classroom management as well as the principles and techniques of behavior management appropriate to the needs of individual K-12 students with disabilities.

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 5210 In-Service Education (1 - 4)
Webster offers various graduate in-service courses that are not part of the existing MA/MAT curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: approval of the MA advisor. May be repeated for credit if content differs.

EPSY 5290 Family Counseling (3)
This course will provide students with the opportunity to explore their assumptions about “the family” and how it develops in a social/cultural context. The course is designed to give students an opportunity to obtain a beginning understanding of selected theories and principles of family counseling and classroom dynamics. There will be a combination of theoretical and practical information with opportunities for students to gain insights using a variety of approaches. Students will learn how to incorporate “family” into their classroom curriculum, learn about family-oriented/supportive community resources, and learn strategies to manage problem behavior in the classroom.

EPSY 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.

EPSY 5370 Counseling (3)
The focus of this course is the application of major counseling theories, such as psychodynamic, humanistic, and family systems, to an educational setting. Counseling skills, such as empathetic listening, effective communication, and conflict resolution, also will be viewed in the context of the school. Student will learn, then, techniques to diffuse situations with an angry parent, methods to minimize the impact of a negative co-worker, and skills to really listen to students.

EPSY 5461 Curriculum and Creativity (3 hours)
This course enables educators to design programs, courses and curricula that facilitate and inspire student learning, mastery and creativity in both face-to-face and virtual environments. Educators learn to model systemic, creative and innovative thinking, collaborative processes, and engage students in real-world / authentic issues. The entire curriculum design-development-implementation-assessment-revision cycle is diversity sensitive; personalized, learner-centered, and embedded with cyber-enabled tools and resources. Curriculum interface with the educator’s personal and professional philosophies and mission, as well as the school district’s mission, and state, national, and international standards are examined.

EPSY 5490 Seminars in Immigrant and Refugee Experiences (3)
These seminars are designed to focus on contemporary research and application. 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 young adolescent (ages 9 -15). Participants examine the stage of early adolescence from the perspective of physical, intellectual, and social-emotional development; they also study the importance of the peer group and peer pressure concerns. The course explores multicultural and international perspectives on the psychology of early adolescence. Participants learn how to create instructional environments that will maximize the learning opportunities for all young adolescents.

EPSY 5600 Practicum in Educational Psychology (1-6)
After exploring the educational, intellectual, social, and emotional needs of children and youth, students enrolled in this practicum course will apply their knowledge of educational psychology. Students will work with children, youth and/or families on a regularly scheduled basis in a school or other educational community setting.

EPSY 5601 Practicum in Gifted Education (2 - 4)
This practicum provides supervised field experience in programs for gift-
ed children. In the summer, students work in various programs. During
the school year, students work in classrooms for the gifted. This course
is for students who are seeking teacher certification in Gifted Education.
**Prerequisite:** Permission of advisor or teacher certification officer.

**EPSY 5750 Special Institute (3)**
Webster offers various institutes to provide a wide range of workshop
experiences and contemporary topics within the applied educational psy-
chology program. May be repeated for credit if content differs. For more
specific and current information, see the current course offerings.

**EPSY 5800 Applied Research (3)**
This is an introductory course in educational research methodology;
basic concepts of research design, strategies of qualitative and quantita-
tive research, and basic statistical procedures are introduced. This course
enables students to read, interpret, and evaluate educational and psycho-
logical research and to plan research. Students will learn to analyze the
purposes and requirements of designing and developing a proposal for a
research study and become familiar with Webster University’s IRB.

**EPSY 5810 Advanced Adolescent Psychology (3)**
This course involves the theoretical and empirical study of adolescence.
Topics addressed include physical development, intellectual develop-
ment, values and moral development, social problems, sexuality, and
discipline. Intracultural and intercultural variations in development are
explored. Students examine the educational applications for each topic
and learn how to adapt instructional practices to meet the interests and
learning needs of adolescents.

**EPSY 5880 Psychology of Memory, Learning and Problem-solving (3)**
Students examine current research concerning cognitive psychology,
memory, reasoning, problem-solving, 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 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 cur-
riculum models and strategies for teaching the gifted are discussed.

**EPSY 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.

**EPSY 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, devel-
opment 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. **Prerequisite:** Permission of
instructor.

**EPSY 5940 Systems Leadership: 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 edu-
cational 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.

**EPSY 5970 The Gifted Learner (3)**
Participants in this course examine current issues in the field of educa-
tion for the gifted. Programs, teaching methods, and curriculum for
the gifted are presented in the course. Multicultural and international
perspectives on giftedness are stressed.

**EPSY 5980 Motivation in the 21st Century 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.

**EPSY 5990 Identifying Giftedness in Underserved Populations (3)**
In this course students will gain knowledge and improve personal skill
levels in the areas of multicultural assessment in order to serve gifted
and talented learners from diverse linguistic, geographic, economic,
and cultural backgrounds. Structured as a seminar, discussions include
professional issues in psychoeducational examination, reviews of past
discriminatory practices that have unfairly influenced the assessment of
learning, recommendations for modifying traditional assessment pro-
cedures, and ways to stress children's cultural strengths rather than their
cultural deficits.

**EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3)**
Students examine theory, research, and skills related to assessment and
cultural diversity. Structured as a seminar, discussions include profes-
sional issues in psychosocial assessment examination, testing and assess-
ment issues, techniques with regard to multiculturalism, reviews of past
discriminatory practices that have unfairly influenced the assessment of
learning, recommendations for modifying traditional assessment pro-
cedures, and ways to stress children's cultural strengths rather than their
cultural deficits.

**EPSY 6000 Advanced Graduate Certificate Project (3)**
The advanced graduate certificate (AGC) project is the culminating ex-
perience in the AGC program. These projects are based on applied field
research at the student's own workplace or practicum placement. Projects
may be professional presentations or professional papers. Examples of
final projects include a professional presentation or demonstration
for other graduates students, a school district, a local board of educa-
tion, a community group, a professional organization, or a professional
conference; or a paper or research project that might be published or
distributed within appropriate schools, community groups, professional
organizations or professional journals.

**EPSY 6001 Integrated Studies in Applied Educational Psychology (3)**
In this capstone course, the student is expected to synthesize and inte-
grate the conceptual, theoretical, and practical knowledge, skills, and
dispositions acquired in the program.

**EPSY 6250 Thesis (3 - 6)**
The student completes a thesis project under faculty supervision. The
thesis option is recommended for those considering graduate study at a
doctoral level. All theses must follow university guidelines and be depos-
ted in the Webster University library.

**FINC**

**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 bud-
ging; 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. (BUSN
5200 cannot be substituted for FINC 5000.)
Course Descriptions

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.

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

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

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

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

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 MS in finance.

GERN

GERN 5000 Gerontology (3)
This course introduces the student to the gerontology specialty area. The course provides the student with an overview of the psychological, sociological, political, and physiological processes related to aging and the elderly. This course includes an examination of basic theoretical perspectives, problems, and the future of gerontology.

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

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

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

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

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

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

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

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

HCED
HCED 5210 Instructional Methods (3)
A variety of teaching methods are explored. Learning theories, principles of adult learning and learning objectives are examined. Use of technology in healthcare education is integrated. Students develop, implement and evaluate a lesson plan appropriate for adult learners.

HCED 5220 Curriculum Development and Evaluation (3)
Curriculum design, development, and evaluation are explored. Societal, educational, ethical, research, and professional forces which affect healthcare curricula are discussed. Students design a model curriculum, program evaluation, and outcome criteria to evaluate student achievement.

HCED 5230 Teaching Practicum (3)
Course content focuses on the development of lesson plans appropriate for defined learner populations. Students design, implement, and evaluate educational plans. The role of the healthcare educator is analyzed.

HCED 6000 Healthcare Education Case Studies
Students synthesize and integrate learning experiences from previous coursework through an in-depth case study addressing healthcare education issues.

HCLD
HCLD 5230 Legal Issues for Healthcare Leaders (3)
This course will examine legal issues important to healthcare 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.

HCLD 5410 Leadership in Healthcare (3)
This course will provide the student with a theoretical foundation of healthcare leadership. Professional practice models and organizational philosophies will be explored within the context of current healthcare issues. The leadership skills of negotiation, delegation, conflict management, coaching and mentoring will be applied to healthcare. The role of communication will be examined across organization systems. The effect of gender and cultural diversity on communication will be discussed.

HCLD 5420 Financial Issues for Healthcare Leaders (3)
This course is based upon financial issues important to non-financial healthcare 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. The class will include healthcare leader decision making criteria based upon the mission and goals of both for-profit and non-profit corporate healthcare delivery organizations.

HCLD 5440 Leadership in Healthcare Practicum I (3)
The practicum course is designed to explore the role of healthcare leader in an organizational or community setting. Students collaborate with faculty and preceptors to examine the role of the healthcare leader.

HCLD 6000 Healthcare Leader Case Studies (3)
Students synthesize and integrate learning experiences from previous coursework through an in-depth case study addressing healthcare leader issues.

HEAL
HEAL 5000 Advanced Theories and Concepts in Health Care (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, technique patterns of organization, 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 5140 The Law and Health Services (3)
By means of conferences, class discussions and case study presentations, the course gives an overview and critical evaluation of the legal principles of federal and cantonal law on health issues as well as the legislation regarding social and private insurances. Emphasis is placed on current problems (liabilities, patient rights, aids, etc.). Principal elements: the legal framework of health law, the responsibility of health providers, patient rights, current challenges of health law, social insurance, private insurance.

HEAL 5200 Professional Values and Ethics in Health Care (3)
This course focuses on values and professional ethics in human rights issues. Students explore the theories of ethics and the components of those theories. The exploration enables the student to determine a step-by-step model of decision making when confronted with ethical problems.

HEAL 5210 Program Development in Health Care (3)
This course involves step-by-step methods of program development in health care. It includes a study of conceptual frameworks: philosophical basis, the student, the setting, the knowledge component, learning strategies, and evaluation.
HEAL 5220 Politics and Economics of Health Care (3)
This course involves a study of the three major pillars of health care politics and economics: cost, professional practices, and innovations. Prerequisite: MNGT 5000.

HEAL 5320 Quality Assurance of Health Care (3)
This course focuses on health care evaluation (especially nursing care evaluation). It involves the study of some evaluation instruments, the use of these instruments in an institution, and the use of the evaluation results for management. Prerequisites: MNGT 5000 and MNGT 5530.

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

HLTH 5000 Organization and Management in Health Administration (3)
This course explores the many different methods of health care delivery, their respective financing, and the implications for managing in different types of health service organizations. Emphasis is placed on the role of the manager in directing and guiding these different types of health service organizations.

HLTH 5020 Organizational Planning and Change in Health Adm. (3)
This course identifies the various ways of introducing change in organizations and larger organizational systems as adaptive responses to the external environment. Change efforts at the macro, meso, and micro levels of organization are considered. Particular attention is given to the leadership role in health organizations and health systems. Organizational responses to the issues of market changes, managed care, system consolidation and system integration are analyzed.

HLTH 5040 Health Resource Management in Health Administration (3)
This course examines the traditional concerns of human resources management within the health administration field. Particular attention is paid to compensation management, employee recruitment, employee retention, employment policies, and the legal environment of human resource management. The various employment arrangements and contracts of physicians, nurses, and allied health professionals are discussed.

HLTH 5050 Financial Management in Health Administration (3)
This course emphasizes the managerial aspects of health administration finance that managers need in order to interact with the financial and budgeting systems. The course offers a brief review of different types of accounting systems in health administration. The impact of third-party reimbursement policies are described, including managed care and prospective payment systems. Cost behavior and cost analysis are examined as part of these payment systems. Budget and internal control, including auditing concepts and techniques are introduced as management control techniques. Prerequisite: academic background in accounting or demonstration of satisfactory accounting skills.

HLTH 5070 Financial Analysis in Health Administration (3)
This course introduces students to managerial skills that underpin decision making for managers. The following financial methods are presented as decision models: forecasting, capital budgeting, and capital access. In addition, the managerial implications of long-term financial planning are considered, including capital investment decisions, equity and debt financing, and lease/purchase decisions. Prerequisite: HLTH 5050.

HLTH 5100 Statistics for Health Administration (3)
This course introduces the use of statistical analysis in health administration. The course emphasizes development of the basic methods and underlying concepts of statistics that are used in management decision making and health services research, which include: descriptive statistics, probability, sampling, hypothesis testing, forecasting methods, and non-parametric statistics. Statistical applications in epidemiology and health services research are presented.

HLTH 5120 Issues in Health Policy (3)
The student examines significant health care policy issues. Special emphasis is given to public policies with broad implications, such as Medicare, Medicaid, health insurance reform, and health systems costs. The process of policy decision making is explored, and methods and approaches for the study issues are considered. American health policy issues are placed in the international context by comparison with selected other health care systems.

HLTH 5140 Health Administration Law (3)
The course introduces the law and legal processes that affect health administration. The course presents an overview of legal principles concerned with torts, contracts, and liability in health administration, including the legal standing of individuals covered by various types of health administration. Legal elements of labor relations in the health care field and the legal obligations and malpractice law are discussed as they apply to health professionals.

HLTH 6000 Integrated Studies in Health Administration (3)
This course requires that the student synthesize and integrate the knowledge gained through the health administration management curriculum. This may be accomplished by means of an overarching management construct, such as health administration strategy, health administration cases, or through analyzing the health administration literature, and delivering oral presentations or writing critical papers on this review.

HRDV 5000 Introduction to Human Resources Development (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.

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

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 5750 Research and Assessment Methods in Human Resources Development (3)
This course introduces students to basic descriptive and inferential statistics, research principles, sampling 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.

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.

HRMG

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.

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

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 5690 Workforce Retention and Transitions: Theory and Practice (3)
This elective course examines 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.

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. Prerequisite: HRMG 5000.

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. Prerequisite: HRMG 5000.

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 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.

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.

INGO 5000 International Nongovernmental Organization (3)
This course will explore the world of International Nongovernmental Organizations (INGOs) by reviewing the types of, and institutional issues related to, INGOs. Specifically, the course will review the activities and roles of INGOs as subcontractors, educators, technical assistance providers, humanitarian aid providers, and policy advocates. It will also examine the role of INGOs in civil society and how INGOs are shaped by world politics, states, and economic forces.

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

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

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

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

INGO 5180 Methods of Teaching Languages (3-4)
This course develops understanding and appreciation for the nature of languages and language teaching and learning. Participants study the most recent developments in teaching techniques and materials, and become involved in on-site activities using them. Prerequisite: permission of the instructor.
The cultural, attitudinal, and behavioral differences that affect international business are examined. Course content focuses on the cultural differences between nations and how these differences affect social organizations. The management of multinational corporations from the perspective of environment, structure, process, and interfirm and intrafirm relations is considered.

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

INTB 5730 Regional Economic and Geographic Perspectives (3)
Students examine 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.

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.
Course Descriptions

INTL
INTL 5000 Introduction to International Relations (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 in Directed Studies must be followed. 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 focus 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 students examine 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 5605 Topics in Comparative Politics (3)
Specific topics and issues in comparative politics, such as democratization, military politics, migration, health care policies, etc. are examined in depth, using a cross-national approach. May be repeated 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 5625 Middle East Area Studies (3)
This course examines politics in the region known as the Middle East, in the context of its historical development, culture and economics. Typical subjects included in this course include the neo-colonial tension between modernization and tradition, challenges of economic development, authoritarian and democratic tendencies, ethnic tensions, etc. Course may be repeated if content differs.

INTL 5635 Western European Area Studies (3)
This course examines politics in Western Europe in the context of its historical development, culture and economics. Typical subjects included in this course include the neo-colonial tension between modernization and tradition, challenges of economic development, authoritarian and democratic tendencies, ethnic tensions, etc. Course may be repeated if content differs.

INTL 5645 Asian Area Studies (3)
This course examines politics in Asia in the context of its historical development, culture and economics. Typical subjects included in this course include the neo-colonial tension between modernization and tradition, challenges of economic development, authoritarian and democratic tendencies, ethnic tensions, etc. Course may be repeated if content differs.

INTL 5655 African Area Studies (3)
This course examines politics in Africa in the context of its historical development, culture and economics. Typical subjects included in this course include the neo-colonial tension between modernization and tradition, challenges of economic development, authoritarian and democratic tendencies, ethnic tensions, etc. Course may be repeated if content differs.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 5665</td>
<td>South and Central Asia Area Studies (3)</td>
<td></td>
<td>This course examines politics in the regions known as South Asia and Central Asia in the context of its historical development, culture and economics. Typical subjects include the global political economy, international relations, regional conflict, and international organizations. The course may be repeated if content differs.</td>
</tr>
<tr>
<td>INTL 5675</td>
<td>Central and Eastern Europe Area Studies (3)</td>
<td></td>
<td>This course examines politics in Central and Eastern Europe in the context of its historical development, culture and economics. Typical subjects include the Cold War, the Soviet Union’s expansion, and post-Cold War politics. The course may be repeated if content differs.</td>
</tr>
<tr>
<td>INTL 5685</td>
<td>Latin American Area Studies (3)</td>
<td></td>
<td>This course examines politics in the region known as Latin America in the context of its historical development, culture and economics. Typical subjects include the Cold War, the Soviet Union’s expansion, and post-Cold War politics. The course may be repeated if content differs.</td>
</tr>
<tr>
<td>INTL 5700</td>
<td>Humanitarian Issues in International Politics (3)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>INTL 5800</td>
<td>Globalization (3)</td>
<td></td>
<td>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 interaction, regional 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.</td>
</tr>
<tr>
<td>INTL 5860</td>
<td>Issues in International Politics (3)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>INTL 5870</td>
<td>International Law and Politics of Outer Space (3)</td>
<td></td>
<td>This course examines the development of international law governing outer space, treating outer space as an international territory and examining conflicts over the role of industries and nations with the technological resources to exploit the territory. Includes topics such as security concerns, ownership of natural resources, communications issues, etc.</td>
</tr>
<tr>
<td>INTL 5890</td>
<td>Terrorism in World Politics (3)</td>
<td></td>
<td>This course examines the causes and political responses to terrorism in international politics. Issues examined may include origins and goals of major global terrorist organizations, tension between civil liberties and security in responding to terrorism, distinguishing between terrorism and other forms of warfare, etc.</td>
</tr>
<tr>
<td>INTL 5900</td>
<td>Advanced Research Methods (3)</td>
<td>INTL 5100</td>
<td>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.</td>
</tr>
<tr>
<td>INTL 6000</td>
<td>International Relations: Theory and Practice (Integrated Studies) (3)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>INTL 6250</td>
<td>Thesis (6)</td>
<td></td>
<td>The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department web site. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy is to expect proposals to be submitted before the 24th credit hour is completed.</td>
</tr>
<tr>
<td>ITM 5000</td>
<td>Information Technology Management: Overview (3)</td>
<td></td>
<td>This overview course presents a managerial and technical perspective that considers the application and management of information and communications technology in business and other types of organizations. The course includes an overview of all the core courses in the ITM curriculum. This course is a prerequisite for all other courses in the program.</td>
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<tr>
<td>ITM 5100</td>
<td>Information and Communications Systems and Networks (3)</td>
<td></td>
<td>This course introduces students to the technical aspects of information and communications networks and technology. The course focuses on the interdependencies among information and communications technologies and architectures. Emphasis will be placed on the fundamentals of networks (LAN and WAN).</td>
</tr>
<tr>
<td>ITM 5200</td>
<td>Project Management of Information Technology (3)</td>
<td></td>
<td>This course introduces students to the procedures, tools, and techniques used in planning and managing major IT projects. Issues covered include definition, planning, implementation, control and evaluation of the project. The course also focuses on developing the manager’s ability to organize and lead project teams, and conflict resolution. NOTE: BUSN 6110 - Operations and Project Management is NOT an acceptable substitute for this course.</td>
</tr>
<tr>
<td>ITM 5300</td>
<td>Procurement and Contract Management for Information Technology (3)</td>
<td></td>
<td>This course covers the basic concepts and practices in procurement and contract management, not from a strict legal approach, but rather in a manner that equips a student with the skills and knowledge necessary to negotiate and manage the procurement of information and communications technology, armed with an understanding of the critical issues.</td>
</tr>
<tr>
<td>ITM 5400</td>
<td>Systems Analysis, Design, and Implementation (3)</td>
<td></td>
<td>This course covers the spectrum of activities in information systems life cycle management. The life cycle from the feasibility study through implementation and maintenance is examined. The course includes examination of structured analysis and design, prototyping, procurement and conversion methods. The roles and responsibilities of various personnel involved, as well as the communication and documentation tools and techniques employed, are studied.</td>
</tr>
<tr>
<td>ITM 5600</td>
<td>Information and Communications Security (3)</td>
<td></td>
<td>This course focuses on the analysis and management of information and information systems security including processes, technology, and facilities.</td>
</tr>
<tr>
<td>ITM 5900</td>
<td>Issues in Information Technology Management (3)</td>
<td></td>
<td>Current and significant issues in information technology management are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.</td>
</tr>
</tbody>
</table>
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ITM 6000 Final Project in Information Technology Management (3)
This capstone project course is designed to give students the opportunity to synthesize, integrate, and apply the technical and management knowledge and skills acquired in other courses in the information technology management curriculum. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.

JOUR

JOUR 4200 Teaching Scholastic Publications (3)
This course provides an overview of teaching beginning journalism and advising high school publications. Topics discussed include: press rights and responsibilities; gathering, reporting, and editing the news; photo and electronic journalism; mass media and society; design techniques; management and business skills necessary for advising publications; and evaluation techniques necessary for grading students involved in school publications. Students learn how to write lesson plans for daily use in their journalism classes, and each student is required to submit a lesson plan including activities, and tests and projects on teaching the First Amendment. Each student submits a sample staff manual, which he/she adapts to the school publication that he/she will be advising. This course applies to the Missouri Department of Elementary and Secondary Education certification of teachers of journalism in secondary education.

JOUR 4250 Methods of Teaching Secondary Publications/Journalism (3)
This course provides the instruction necessary for the teacher to aid in the publication of the high school newspaper, yearbook, or broadcasting medium. Students learn the process of writing bids for selecting the printing company, and techniques needed to publish the school paper or yearbook. Students learn classroom organization, photography (both digital and darkroom procedures), assigning beats, the public relations of scholastic journalism distribution and mailing of publications, press freedom and mass media in society, advertising and business skills for teaching journalism, and newspaper and yearbook production. This course applies to the Missouri Department of Elementary and Secondary Education certification of teachers of journalism in secondary education.

JOUR 4500 Media Criticism for Publication (3)
Students learn to research and write media analysis within a journalism format. Students learn about the techniques of writing media literacy analysis designed for popular consumption in newspapers, magazines, and online publications. Students analyze the content of news and entertainment media and prepare articles based on this research for publication. Prerequisite: JOUR 3130, MEDC 3190, or MEDC 5460 for graduate students.

JOUR 5345 News Writing and Reporting (3)
Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Cross-listed with MEDC 5345. Prerequisite: MEDC 5000

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

JOUR 5352 Scholastic (High School) Publications (3)
This course provides preparation for instructing and advising in the area of publication production. The course will provide knowledge of publishing houses and the printing business; knowledge in content and style of contemporary publications; knowledge of available texts and teaching aids; and knowledge of legal and ethical issues in journalism. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. Prerequisite: Admission to teacher post-baccalaureate certification program through the School of Education.

JOUR 5360 Teaching Journalism Topics (3)
Designed as a seminar, this course will provide an overview of teaching and advising publications. Topics to be discussed include: press rights and responsibilities, news gathering and reporting, design, photojournalism, copyediting, communication law, electronic journalism, management and business skills necessary for advising publications. Participants will receive hands-on experience that can be used in the classroom. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. Prerequisite: Admission to teacher post-baccalaureate certification program through the School of Education.

LEAD

LEAD 6000 Introduction to Educational Leadership (2)
This course provides an overview of theories and research in education leadership. Students will actively participate in self-assessment activities and use the outcome information for setting strategic goals for their own professional development while pursuing the EdS degree goals.

LEAD 6001 Foundations in Educational Leadership (5)
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 concerning the impact of these issues in urban, rural, and suburban contexts. Prerequisite: Students must be concurrently enrolled in the appropriate LEAD 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. 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:** 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. Examples of offerings in this area are:

- **Advanced Internship: Early Childhood Administration**
  Participants will develop skills and strategies for administering early childhood programs and curricula.

- **Advanced Internship: Writing Grants**
  Participants will develop skills and strategies for obtaining funding from public and private sources during a site-based internship.

- **Advanced Internship: School-Community Partnerships**
  This internship focuses on collaborative leadership in partnerships that support effective schools. Professional development schools, school-business partnerships, collaboratives, and networks across schools will be examined through site-based experiences and student-mentor relationships. **Prerequisite:** approval of faculty mentor.

**LEAD 6007 Topics in Educational Leadership (1-3)**
These courses focus on current issues in educational leadership. Students will conduct inquiry into specific topics of professional and personal interest. Additional topics will be added as new challenges for leaders and issues are identified. This course may be repeated for credit with different topic designations. Examples of offerings in this area are:

- **Topics in Leadership: The Politics of Poverty, Race, Ethnicity, and Gender**
  This course focuses on the work of social leaders in addressing issues of poverty, race, ethnicity, and gender. Practical strategies to pursue equity, diversity, and social justice will be addressed.

**Topics in Leadership: Special Education Administration, Issues and Law**
This course examines the role and responsibility of the school principal for special education services, students with disabilities, and focuses on the perceptions of family. The course will focus on current legal issues in special education, statutory requirements, fiscal policy, organizational structures and related services. Students will review laws governing special education and examine issues emanating from legal requirements from various points of view.

- **Writing**
  This class will focus on grammar as well as review and/or develop writing skills. Selecting your topic, developing ideas and paragraphs, writing a strong introduction and conclusion will be studied. In addition, the course will focus on basics such as subject verb agreement, antecedents, APA and Chicago Style, and how to avoid plagiarizing.

**LEAD 6008 Foundations in Special Education Administration (3)**
This course examines the roles and responsibilities of the administrators of special education at the school district, state, and federal levels. Statutory requirements, fiscal operations, organizational structures, relationships to general school administration, instructional, and related service delivery systems are investigated. Principles, processes, competencies, and skills in the areas of planning/programming, staffing, coordination/communication, and administration will be explored.

**LEAD 6009 Leadership Seminar (2)**
The Leadership Seminar is the culminating experience of the EdS degree in educational leadership. This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, internships, and other professional experiences; completing a professional portfolio that documents knowledge, skills, and dispositions required for administrator certification; and preparing for the state assessment required for administrator certification. This course begins with an informal presentation and review of the student’s portfolio related to School of Education goals and state certification standards. Based on this evaluation, the student and instructor will develop an individual course of study addressing competencies that have not yet been documented. The formal presentation of the professional portfolio that documents all required competencies is the culminating experience of both the course and the program. **Prerequisite:** 27 credit hours in the EdS program.

**LEAD 6119 Educational Foundations of Administration (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 building level will be examined. The school leadership student will study the role of the principal as an educational leader. 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 EdS program, appropriate technology expertise as would be expected of a building leader, 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.

**LEAD 6120 Research 1 (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
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Course Descriptions

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 EdS program, appropriate technology expertise as would be expected of a building leader, 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.

**LEAD 6124 Schools and Leadership Law (2)**
This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:

- Knowledge of structure/function of the United States Court System
- How statutory/case law impact public schools
- Litigation in regard to FERPA and NCLB
- Gender based decision making
- Student rights
- First and fourth amendments
- High stakes testing

**Prerequisites:** Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, 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.

**LEAD 6125 Building Level Administration (3)**
This course is an overview of the principalship in rural, suburban, and urban education, school community relations, and school politics: principles, concepts, and issues at the federal, state, and local levels. The course will address organizational development and the benefits of mobilizing resources of time, money and people. It will include techniques of structuring a building environment that identifies institutional needs for diversity and concerns the leadership and administrative tasks of the superintendent. The course focuses on the following areas:

- Strategic plans and system theories.
- Organizational development and operational procedures as it relates to the building level.
- Collaborative skills in regard to working with building level stakeholders and responding to and mobilizing community support.
- Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

**Prerequisites:** Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, 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.

**LEAD 6126 School Building Finance (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:

- Demonstrate and apply a basic understanding of the principles of sound financial management.
- Identify the contribution of education to the economy.
- Identify the major components of developing, implementing, changing and evaluating a building level budget.
- Identify and apply the processes of financial accounting, auditing, and reporting.
- Identify and apply the processes of financial accounting, auditing, and reporting by developing a building level budget.
- Evaluate and reallocate financial resources to improve student results.

**Prerequisites:** Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, 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.
LEAD 6127 Personnel (2)
This course focuses on identifying, analyzing, and developing effective methods of systems/building personnel administration and facilitation. Topics include: statutory and procedural issues, human resources planning/recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations. Prerequisites: Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, 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.

LEAD 6128 Facilities & Building Level Management (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 school buildings. 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 building. Students will then compare the buildings and how they both contribute to the educational environment. Students will also interview custodians and assist with developing a schedule for building cleanliness and maintenance. Methods for forecasting enrollment also will be studied. The student will:
- Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
- Learn the role of the building level administrator in modernizing, maintaining, and operating an existing facility.
- Explore the role of the building level administrator in building a new facility. Have hands on opportunities to plan for forecast enrollment.

Prerequisites: Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, 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.

LEAD 6129 Curriculum (2)
This course is designed to increase theoretical and practical knowledge about curriculum assessment, evaluation, and revision cycle across a school. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. During this course, students will create a comprehensive curriculum plan for a building that includes but is not limited to the following: narrative description of demographics of attendance area, building assessment plan, curriculum plan, evaluation cycle and revision plan. The final project will be to develop a school improvement plan. Students will:
- Understand broad application/impact and results of curriculum across a school district.
- Assess and analyze core data in relation to schools and district goals, performance, and learner outcomes.
- Connect learner outcomes to professional development, teacher training and performance.

Prerequisites: Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, 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.

LEAD 6130 Supervision (2)
This course will expand the student’s knowledge and experience of supervision of teachers and staff members at the building level. The student will:
- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one’s behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
- Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
- Identify the different types of lesson design and develop components of an effective lesson.
- Explore professional (staff) development and renewal options.
- Assess data related to student learning that are used to develop the school vision and goals. The vision shapes the educational programs, plans, and actions.
- Research state law and district policy that direct employee sanction and termination.
- Develop effective mentoring procedures.
- Develop supervision alternatives to enhance professional growth and development.
- Critique evaluation models for non-certificated staff.
- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one’s behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

Prerequisites: Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, 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.

LEAD 6131 School and Community Relations (2)
This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external communities and their relationships with 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 EdS program, appropriate technology expertise as would be expected of a building leader, 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.

LEAD 6132 Seminar in Principalship: Issues and Politics (2)
The role of the principal 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 principals in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed and are transforming as well as how a principal provides leadership. This course is designed for aspiring principals and focuses on understanding a broad range of issues that are critical to the success of new principals. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of principals to provide a framework for identifying and analyzing problems and discriminating among alternative courses of action. Prerequisites: Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, 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.

LEAD 6133 Action Research Internship Step Two (2)
The second semester internship experience is Step Two. It focuses on continuation and completion of the action research internship project. However, students cannot begin research until they have the approval of the IRB. Content of the internship must follow the guidelines stipulated...
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for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work). **Prerequisites:** Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Also, Lead 6123 must be taken prior to enrollment in LEAD 6133. Any deficits must be addressed through courses that are not part of this program.

LEAD 6134 Optional Topics for Internship I: Dispositions (2)
In the Ed. S. degree program, this internship involves shadowing an administrator. It is a clinical experience that is supervised, supported, individualized, and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan.

In this internship, the dispositions of fair, ethics, and integrity in education are the grounding values. The focus will include spending 67.5 contact hours in sixteen weeks working in a leadership role that somehow helps interns to increase self-realization and awareness of the dispositions. It is essential that school leaders use the dispositions of fairness, ethics, and integrity in their decision making and in their leadership. Students are required to find an appropriate mentor, internship location, secure that placement, complete the internship plan, and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential. **Prerequisites:** Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Also, Lead 6123 and LEAD 6133 must be taken prior to enrollment in LEAD 6134. Any deficits must be addressed through courses that are not part of this program.

LEAD 6135 Optional Topics for Internship II: Diversity (2)
In the Ed. S. degree program, this internship is shadowing an administrator. It is a clinical experience that is supervised, supported, individualized, and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan.

The Ed. S. Degree in LEAD requires the successful completion of 5 internship credits within the program. Internships are typically taken one contact hour in sixteen weeks working in a leadership role that somehow helps interns to increase self-realization and awareness of the dispositions. It is essential that school leaders use the dispositions of fairness, ethics, and integrity in their decision making and in their leadership. Students are required to find an appropriate mentor, internship location, secure that placement, complete the internship plan, and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential. **Prerequisites:** Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Also, Lead 6123 and LEAD 6133 must be taken prior to enrollment in LEAD 6134. Any deficits must be addressed through courses that are not part of this program.

LEAD 6136 Special Education Internship (2)
This internship is an eight-week internship offered during the summer term in conjunction with LEAD 6122 Special Education and Law. This internship must be approached from the viewpoint of individuals with disabilities and/or their families. This internship consists of 1 credit for 67.5 contact hours within an eight-week time frame. It must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. **Prerequisites:** Acceptance into the EdS program, appropriate technology expertise as would be expected of a building leader, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Also, Lead 6123 and LEAD 6133 must be taken prior to enrollment in LEAD 6136. Any deficits must be addressed through courses that are not part of this program.

LEGL 5000 Introduction to Legal Studies (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 5000 Introduction to Legal Studies (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 5260 Methods of Legal Research and Writing I (3)
This course is the first in a two-part writing program which is designed to develop the legal assistant’s research and writing skills, including 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 5260. Methods of Legal Research and Writing II is designed to build upon the research and writing skills learned in Methods of Legal Research and Writing I and to enhance the paralegal student’s legal analytical and writing skills. The course includes several legal issue writing projects, at least two of which will combine both research and writing skills. **Prerequisite:** LEGL 5000 and LEGL 5260.

LEGL 5300 Ethics for the Legal Professional (3)
This course will focus on the ethical and professional responsibilities facing legal professionals. We will examine ethical 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, legislators, 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.
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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.

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 5501 International Trials: An International and Informed View (3)
This course will utilize the unique function of the Hague as a center of international trials by preparing students before they observe the trials and court proceedings to understand the basics of international law and the facts and issues that underpin the trials and related institutions they will observe. The procedural and substantive law that controls trials in the United States and in international law will be compared. Because this course depends heavily on the specific trial being conducted at the time of the course, it is impossible to present definite class agendas.

LEGL 5502 International Criminal Law: A Human Rights Perspective (3)
This course will offer a comparison between international law, as viewed by most of Europe and as viewed by the United States. The impact of those two views of international law will be studied both in theory and as they apply to tribunals, governmental organizations, and non-governmental organizations that are located in the Hague.

LEGL 5503 International Issues Related to Women and Children (3)
This course will explore issues relating to women and children from an international perspective. Special attention directed toward comparing and contrasting law and policy on juvenile delinquency; women, children and poverty; child labor; child soldiers; and child maltreatment.

LEGL 5504 International Jurisprudence and Law (3)
This course will study the historic background of international law, its formation and development, including the formation and enforcement of treaties; the role of the international courts; international human rights and the protection of individuals; conflicts in international law; if time permits, the law of the sea and international terrorism laws.

LEGL 5505 Constitutional and International Issues: Human Trafficking & Slavery (3)
This course will explore constitutional and human rights issues which arise as individual countries and the international community work to address issues and concerns involving slavery and human trafficking. Topics discussed include: trafficking in women and children; sexual exploitation; labor exploitation, i.e. domestic slavery, forced labor, bonded labor; racial discrimination; refugee issues/status; and other related topics.

LEGL 5506 International Law and the Environment (3)
This course will explore the development of international law on issues related to environmental concerns, including: the international lawmaking process; development of treaties and protocols related to regulation of natural resources; waste management issues; environmental concerns relating to marine environments; laws related to freshwater resources; exchange of information among countries; and reporting and monitoring issues.

LEGL 5507 The Hague: Peacemaking Catalyst in International Conflict (3)
This course will explore The Hague’s pivotal role in preventing, resolving, and redressing international conflicts, with heavy emphasis on law enforcement and interpretation. Numerous law-related institutions that make The Hague their home will be explored, including international courts, international law-enforcement establishments, legal think tanks, international arms-control entities, and dispute resolution organizations. Pertinent documents and analysis by leading experts in the field will be studied, discussed, and analyzed, with an eye towards the future roles these entities may play in peacemaking in the future.

LEGL 5508 Collision Course: A Critical Approach (3)
This course will lay a foundation for student understanding of basic international law principles. In addition to exploring the traditional topics of international law such as sources of international law, the role of states, and the management of international conflict, the course will consider the application of international law as applied outside of the United States. Particular emphasis will be placed on the effect of these often colliding views on human rights around the world.

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

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

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

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

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

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. Prerequisite: LEGL 5000.

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.

MEDC

MEDC 4110 Media and Digital Culture (3)
This course applies the principles of media literacy to digital media, which includes interactive media, voice and image transmission devices, simulations, and video games. The course examines the technological characteristics of digital media as well as the impact of digital technology on content. The course also considers the impact of digital media on the individual society and identifies strategies for the analysis of media messages. Prerequisite: MEDC 3190 or MEDC 5460 for graduate students.

MEDC 4220 Genre Studies (3)
This course offers an in-depth study of genres that appear in the media, such as reality shows, film noir, and the evening news. Students learn a range of approaches to the study of genre, including: formulaic, ideological, historical, cultural, and audience response analysis. Students conduct primary research on a particular genre using selected approaches. Prerequisite: MEDC 3190 or MEDC 5460 for graduate students.

MEDC 4440 Patterns of Ownership in Media (3)
Students learn the impact of media economics on content by studying media ownership patterns, such as state-run, state-owned, privately owned, and individually owned systems, and topics such as cross promotion, conflicts of interest, bottom-line programming decisions, and internal organizational/staffing decisions. Students study the recent concentration of media ownership. Other topics include: historical context, international trends, regulations, and issues of gender and diversity in ownership and management. Students will conduct primary research focusing on one of these topics.

MEDC 4500 Political Communications (3)
Students learn the role of the media on the American political process. Topics include the history and evolution of political media, the role of the press and its influence on the political process, and how media strategies are created, developed, and produced. Political advertising campaigns are analyzed. Prerequisite: MEDC 1010 or MEDC 5000 for graduate students.

MEDC 5000 Media Communications (3)
Students examine communications theory and its application to mass media. The course introduces students to the graduate program and describes program expectations as well as introduces research methodologies used throughout the program and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. Prerequisite: Students should have an educational background or professional experience in media communications, or they must enroll in 6 credit hours of additional preparatory undergraduate course work, as determined by an academic advisor.

MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing (3)
This course is an introduction to graduate studies that provides students with knowledge and skills in three important ways to maximize academic success as a graduate student. The course will focus on critical thinking and advanced analysis skills, basic information on academic research and library searches, and advanced writing. The course will also offer a brief introduction to effective online learning.

MEDC 5200 Directed Studies in Media Communications (3-6)
Under faculty supervision, students examine an area of specialty not currently offered in the media communications curriculum. The student and instructor develop a written course proposal. Requires approval of the director of Graduate Studies and the dean of the School of Communications. Prerequisite: MEDC 5000. Course may be repeated for credit if content differs, not to exceed 6 credit hours.

MEDC 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

MEDC 5290 Issues in Media Communications (3-6)
Current and significant issues in media communications are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Prerequisite: MEDC 5000. Course may be repeated for credit if content differs, not to exceed 6 credit hours.

MEDC 5300 Strategic Communications (3)
This course is taught from a top-management perspective regarding the strategic role of communications, and the communications manager, in achieving the company mission and measurable bottom-line results. It introduces students to an integrated approach to managing all communications functions, including all direct and indirect communications requirements for both internal and external audiences and intermediaries, such as customers, suppliers, distributors, employees, shareholders, competitors, politicians, analysts, journalists and lobbyists. It encompasses the functional areas of marketing communications, organizational communications, media relations, investor relations, government relations, and corporate branding. Prerequisite: MEDC 5000

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

MEDC 5331 Media Communications Production: Video (3)
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 and VIDE 1810 or permission of instructor.

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

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

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

MEDC 5346 Writing for Media Communications: Interactive Scriptwriting (3)
Development of the script in adherence to the planning vehicle requires a thorough understanding of the primary and secondary tasks of the interactive environment. This script must provide full detail for execution of the planning vehicle. Scripting for computer-based training, point of information, point of sale, and other deployments are discussed in this course. Prerequisites: MEDC 5000, MEDC 5600, and MEDC 5343

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

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

MEDC 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 MA in media communications program, including MEDC 5000 Media Communications; meeting program criteria; and permission of the internship coordinator and the director of Graduate Studies. Note: Internships should be directly relevant to students' course of studies, emphases, and majors.

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 manager of media-oriented projects: pre-production organization and research, proposal writing, scheduling, and budgeting. Prerequisite: MEDC 5000

MEDC 5401 Media Production Management: Interactive (3)
This course prepares students to manage the variety of disciplines involved in the development and production of interactive media. Students 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 are examined. Prerequisites: MEDC 5000, MEDC 5600, and MEDC 5615.

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 communications. Course content focuses on the impact of computers, artificial intelligence, and wireless technology on business and government and the increasing reliance on the management and communication of information. Future applications, active media technology, e-commerce and web services, and web-based social networks are also considered. Prerequisite: MEDC 5000

MEDC 5460 Media Research (3)
This course introduces students to the major research methodologies, communication theories, and topics of study within media research. Theories, models, and methods are applied toward the development of research projects. Students discuss and examine qualitative and quantitative methods of media research employed by various aspects of the media. Prerequisite: MEDC 5000 and MEDC 5510 strongly recommended

MEDC 5480 Comparative Approaches to Media Literacy (3)
This course focuses on comparative approaches to the study of media literacy, including Nonverbal, Mythic, Socratic, Ideological, Auto-biographical, and Production Elements. Students will consider various aspects of the field of media literacy including international approaches and developments in the field; media literacy sectors (education, production, public policy, community) and assessment strategies. Students assume responsibility for a major project or paper. Prerequisites: MEDC 5000 and MEDC 5310

MEDC 5500 Professional Seminars (1-3)
Students may supplement the core and elective courses in media communications with professional seminars designed to examine contemporary issues in this field. Course may be repeated for credit if content differs. Graduate students may apply 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: Graduate standing. Undergraduate seniors require approval from their academic advisor.

MEDC 5550 Topics in Media Communications (3)
This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as campaign strategy and political power; video and media literacy; ethical issues in the media; advertising account planning; applications for podcasting and blogs; creating cultural change through organizational communications; etc. Prerequisites may vary by topic. May be repeated once for credit if content differs and is appropriate for student's course of study, not to exceed 6 credit hours.

MEDC 5600 Introduction to Interactive Communications (3)
A practical introduction to interactive media, this course addresses concept, design, and production strategies, technical aspects of produc-
Course Descriptions

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

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

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

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

MEDC 5631 Interactive Media Applied to the Internet (3)
Students review concepts of interactive digital media and the methodologies used to deliver interactive media over the Internet. This course introduces 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 are required to design content that incorporates Internet technologies and a minimal amount of HTML coding, which is introduced during the class. Prerequisites: MEDC 5000 and MEDC 5600

MEDC 5640 Interactive Programming (3)
The multitude of programming platforms is investigated, reviewed, and their many uses are discussed. Advantages, disadvantages, and suitability for particular markets (i.e., consumer, industrial, educational, remote link) are examined in detail. Prerequisites: MEDC 5000 and MEDC 5600

MEDC 5650 Special Topics in Interactive Media (3)
This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. Prerequisites: MEDC 5000 and MEDC 5600 recommended. Can be repeated once for credit if content differs, not to exceed 6 credit hours.

MEDC 5690 Interactive Project Management (6)
The interactive project represents the integration and implementation of all previous interactive courses. 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: Completion of all required interactive courses and permission of the instructor.

MEDC 5981 Integrated Studies in Media Literacy (3)
An in-depth study in the field of media literacy, students examine a variety of approaches to the discipline, as well as consider issues related to the field of media literacy. Students assume responsibility for a major project or paper. Prerequisites: MEDC 5000, MEDC 5310 and MEDC 5480

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 assume responsibility for program initiation, development, implementation, and evaluation. Prerequisites: MEDC 5000, MEDC 5310, MEDC 5480, and permission of instructor. May be repeated once for credit, not to exceed 6 credit hours.

MEDC 6000 Seminar in Media Communications (3)
In this course, students are expected to synthesize and integrate the learning experiences acquired in all graduate media communications courses and to evaluate current media communications research topics relative to a particular area of interest. Techniques used to accomplish these goals may vary, but students should seek to add to the body of media communications knowledge with all capstone research papers. Papers used in previous courses cannot be resubmitted or repackaged in order to meet the requirements of this course. However, it is acceptable to continue researching ideas which students may have pursued during their degree program, building on them to complete the large, comprehensive paper required in this capstone course. Students are encouraged to have their capstone research paper topics approved prior to the start of class. Prerequisite: Completion of all other graduate courses in program. This should be the last course taken before graduation. Any exceptions must be approved prior to registration by submitting a program option request to be signed by the director of Graduate Studies and the dean of the School of Communications.

MEDC 6250 Thesis Project in Media Communications (3-6)
The student synthesizes and integrates the learning experiences from all previous media communications courses and researches a specific topic to complete a thesis project relevant to the student's media communications major. The student must submit a written project proposal. Prerequisite: Completion of all other graduate courses and approval of written project proposal by the director of Graduate Studies and the dean of the School of Communications. The written project proposal must follow current thesis guidelines and include appropriate graduate thesis forms.

MNGT

MNGT 5000 Management (3)
In this course, the student is introduced to the basic concepts of management and organizations. Primary emphasis is given to three primary functions: planning, organizing, and controlling. Additional topics include: organization theory, the global environment, ethics, and decision-making.

MNGT 5100 Nonprofit Organizations - Context, Legal Structure, Organization, Design, and Practice
This course provides an overview of the management functions relevant to nonprofit organizations, including legal structure, organizational design and behavior, communications, ethics, managing information systems, assembling and managing boards, as well as program design and implementation. The focus of the course is integration of theory and real-world application in nonprofit organizations. Prerequisite: None

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

**Prerequisite:** None

**MNGT 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 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 long-term managerial decisions and actions that shape the organization's pursuit of competitive advantage. This course introduces the concepts and processes underlying environmental scanning, and strategy formulation, implementation and control. Students then apply this knowledge in case analysis. The course also addresses the roles of leadership and coordination in successful strategizing.

**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.

**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. Total Quality Management, self-directed work teams, workplace innovation are recent examples. Course may be repeated for credit if content differs.

**MNGT 5910 Ethical and Legal Issues in Management (3)**
Students examine current topics in the areas of law, regulatory controls, and ethical issues. Discussions focus on the implications of these legal situations in management.

**MNGT 5950 The Woman Manager (3)**
Students examine the role of women in modern industrial society. Emphasis is placed on the particular difficulty women experience in assuming managerial roles in a predominantly male enterprise. Course content focuses on the managerial tools women managers may use to control their organizations.

**MNGT 5960 Corporate Budgeting and Control (3)**
The student examines the method by which modern American business looks at the future and marshals its financial resources 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.

**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.

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

**MRKT**

**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.

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

**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.
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Course Descriptions

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. MBA students should take MRKT 5890. Students who have completed BUSN 5760 may not enroll in MRKT 5890. MBA students who are taking an emphasis in marketing and who take BUSN 5760 can substitute that course for MRKT 5890. **Prerequisite:** MRKT 5000.

MRKT 5900 Marketing in Electronic Commerce (3)
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. **Prerequisite:** MRKT 5000.

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 5940 Promotional Management (3)
Students examine the use of all available promotional vehicles to communicate to potential customers messages that support the objectives of the marketing plan. Each of the four elements of the promotion mix is covered: advertising, publicity, sales promotion, and personal selling. Specific focus is applied to building differentiated value perceptions in the customers in relation to competitors’ products. Students who intend to take MRKT 5950 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. This course includes a statistics component. Emphasis is given to acquiring and analyzing marketing information, understanding primary and secondary sources of information, and survey research techniques. Attention is given to improve techniques and criteria for identifying and selecting markets, and the usefulness of marketing data is evaluated. This course is presented from a viewpoint of a consumer of marketing research, rather than a practitioner of marketing research. **Prerequisite:** MRKT 5000.

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.

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.

MTHC

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

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

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

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

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

MTHC 5130 Probability and Graphs (3)
Part of this course covers topics from probability and statistics with applications to gambling and game theory. The other part covers graphs, trees, 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 arith-
MTHC 5200 Independent Study (1-6)
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 may an independent study be set up when an existing course already covers the subject. May be repeated for credit if content varies.

MTHC 5210 In-Service Education (1-4)
Webster offers various graduate in-service courses that are not part of the existing MAT 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 mathematics advisor. May be repeated for credit if content varies.

MTHC 5230 Discrete Mathematics (3)
This course covers mathematical structures pertinent to 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 5280 Calculus for Teachers (3)
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. 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. May be repeated for credit if content varies.

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 if content varies.

MTHC 5320 Topics in Mathematics (3)
Typically this course introduces areas of mathematics not covered in other courses. Content depends upon the interests of the faculty and students. May be repeated for credit if content varies.

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. 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 teachers with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the 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 the 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 varies.

MTHC 5590 Final Reflections (0)
All math 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.

MUSC

MUSC 4010 Composition (1-3)
For students contemplating composition and related activities as occupations. Each student develops content in consultation with the instructor. Prerequisite: 6 credit hours of MUSC 3010 or permission of the instructor. May be repeated for credit.

MUSC 4020 Sixteenth Century Counterpoint (3)
Practical study of counterpoint as used in the works of Palestrina and other Renaissance-era composers. Includes study of line, voice-leading, rhythm, texture, and extensive analysis of the music of the period.

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, and extensive analysis of the music of the period. Prerequisite: MUSC 2020.

MUSC 4040 Music of the Twentieth Century (3)
A historical survey from Debussy, Ives, Stravinsky, and Schoenberg to Bartók, Cage, Babbitt, and Glass. Involves musical analysis of works...
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involving twentieth-century tonality, modality, the 12-tone method, set theory, microtonality, and aleatoric elements. Prerequisites: MUSC 2020 and MUSC 2040 or permission of instructor.

MUSC 4070 Choral Arranging (2)
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.

MUSC 4080 Choral Literature and Techniques (3)
This course surveys choral repertoire from the Renaissance to the present appropriate for school and church choirs. Aspects of the course work include focus on performance practice and associated choral techniques for the purposes of conducting and teaching. Prerequisite: MUSC 3410 or permission of instructor.

MUSC 4110 Hymnody and Psalmody (3)
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 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 the instructor.

MUSC 4140 Lyric Diction (2)
Focuses on the correct pronunciation of foreign language sounds using the International Phonetic Alphabet. Prerequisite: students must be voice majors of junior or senior status.

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. Prerequisites: music major and junior or senior standing.

MUSC 4160 Operatic Literature (3)
Studies important works from 400 years of operatic history, including Monteverdi through Glass. The history of operatic style is studied as are the development of recitative, aria, ensembles, and other aspects of operatic form. Prerequisites: MUSC 2020 and MUSC 2040.

MUSC 4170 Piano Literature I (3)
Designed primarily for junior or senior piano majors. A survey of the standard keyboard literature for piano. Style analysis, performance-practice problems, and editions are emphasized. Prerequisite: permission of the instructor.

MUSC 4180 Piano Literature II (3)
Continues MUSC 4170. Prerequisite: MUSC 4170.

MUSC 4190 Orchestral Literature (3)
Examines the development of orchestral literature from the eighteenth century to the present. Study topics include sonata form, instrumentata, the concerto, the tone poem, and so forth. Major works from Haydn, Mozart, Beethoven, the German Romantic composers, and twentieth century composers such as Bartok, Hindemith, Schoenberg, Schwanter, Shostakovich, and Stravinsky will be covered. Prerequisite: MUSC 2040.

MUSC 4200 Instrumental Music Methods (3)
Teaching and administering the instrumental music program, grades 5-12, with emphasis placed on philosophy, facilities/equipment management, ensemble development (concert band/wind ensemble, orchestra, marching band, and chamber ensembles), and appropriate repertoire and methodology for technical and musical growth. Prerequisite: two semesters of MUSC 2120.

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 II (2)
Examines teaching materials from beginning through intermediate levels. Students gain supervised teaching experience. Prerequisite: junior or senior piano student or permission of the instructor.

MUSC 4270 Piano Pedagogy II (2)
Continues MUSC 4260. Prerequisite: MUSC 4260.

MUSC 4280 Choral Literature and Techniques (3)
Continues MUSC 4260. Prerequisite: MUSC 4260.

MUSC 4280 Jazz Scoring and Arranging I (3)
Covers scoring and 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 1380 and MUSC 2020.

MUSC 4290 Jazz Scoring and Arranging II (3)
Continues MUSC 4280. Prerequisite: MUSC 4280.

MUSC 4300 Survey of Music Business (3)
Examines aspects of contracts, auditions, copyright, publishing, license (BMI, ASCAP, SESAC), union issues, promotion-marketing, taxes, grant applications, non profit organizations and foundations, exploration of careers in the music industry: entertainment law, retail, marketing, recording industry, arts management, self employment as a free lance musician (business owner, recording studio musician, teacher, composer, conductor, and so forth. Prerequisite: BUSN 3700 or permission of instructor.

MUSC 4350 Marketing for Musicians (3)
Examines aspects of contracts, auditions, copyright, publishing, license (BMI, ASCAP, SESAC), union issues, promotion-marketing, taxes, grant applications, non profit organizations and foundations, exploration of careers in the music industry: entertainment law, retail, marketing, recording industry, arts management, self employment as a free lance musician (business owner, recording studio musician, teacher, composer, conductor, and so forth. Prerequisite: BUSN 3700 or permission of instructor.

MUSC 4370 Marketing for Musicians (3)
Examines aspects of contracts, auditions, copyright, publishing, license (BMI, ASCAP, SESAC), union issues, promotion-marketing, taxes, grant applications, non profit organizations and foundations, exploration of careers in the music industry: entertainment law, retail, marketing, recording industry, arts management, self employment as a free lance musician (business owner, recording studio musician, teacher, composer, conductor, and so forth. Prerequisite: BUSN 3700 or permission of instructor.

MUSC 4380 Advanced Aural Skills I (2)
This course focuses on improvement of sight-singing, ear training, dictation, and harmonic progressions and improvisation at the keyboard. The class requires the use of Kodály moveable do solfége and rhythmic syllables and German chromatic note names. Exercises also require conducting and analytical skills. Prerequisite: MUSC 2820 or permission of the instructor.

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

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

MUSC 5410 Orff, Level I (3)
This course will focus on and develop: speech exercises; singing; movement; playing the instruments; improvisation in all media; orchestration in the elemental style; teaching techniques; Bordun orchestrations for pentatonic melodies; movement improvisation; simple folk dances; 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 I (1)
This class consists of several aspects, all involved with music and music-making: a choral experience, choral conducting, and special topics. Special topics focus on subjects such as multicultural music, Dalcroze eurhythmics, Orff pedagogy, and folk music instrument building and playing techniques. Chamber music performance may also be included. 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 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 II (1)
This class consists of several aspects, all involved with music and music-making: a choral experience, choral conducting, and special topics. Special topics focus on subjects such as multicultural music, Dalcroze eurhythmics, Orff pedagogy, and folk music instrument building and playing techniques. Chamber music performance may also be included. Prerequisites: MUSC 5510, MUSC 5520, MUSC 5530 Kodály Level I.

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

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

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

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

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

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

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

MUSC 5900 Supervised Apprenticeship (1-2)
The apprenticeship is a practicum in which a student serves in either a continuing position as a church musician or as an apprentice in a selected position. Supervision is by a Music Department faculty member. The 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.

MUSC 4910 Webster University Chamber Singers (1)
This select chamber choir is open to all students by audition. The Chamber performs a cappella and accompanied choral masterpieces from the Renaissance to the present, sometimes in cooperation with other Webster choirs. Prerequisite: audition. May be repeated for credit.

MUSC 4920 Webster University Choral Society (1)
The Choral Society is Webster’s University/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 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. Prerequisite: audition. May be repeated for credit.

MUSC 4940 Webster University Symphony Orchestra (1)
The 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. Prerequisite: audition. Instrumental majors who do not qualify will be placed in other instrumental ensembles. May be repeated for credit.

MUSC 4950 Chamber Music (1)
The Department of Music offers numerous smaller ensembles, including Jazz Singers, New Music Ensemble, Guitar Ensemble, String Quartet, Sax Ensemble, Wind Quintet, and the like. Enrollment in each of these ensembles is by permission of the appropriate instructor. Additional information is available from the Department of Music.

MUSC 4960 Webster University Jazz Ensembles (1-2)
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 Monday evening recitals as well as public concerts each semester. Prerequisite: audition. May be repeated for credit.

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. Prerequisite: audition. May be repeated for credit.
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will be explored within the context of current nursing issues. Competency, leadership, professional practice models and organizational philosophies are emphasized. Students examine the role of nurse educators in academia, staff development and/or community education. Learning theories, principles of adult learning and learning objectives are examined. Use of technology in nursing education is integrated throughout the course. Students develop, implement, and evaluate a lesson plan appropriate for adult learners. Prerequisite: NURN 5000 and NURN 5550 or permission of Coordinator.

MUSC 4980 Webster University Wind Ensemble (1)
The Wind Ensemble is open to all woodwind, brass, and percussion students. The ensemble is comprised of the brass ensemble, chamber winds, saxophone ensemble, and percussion ensemble, each of which is directed by a faculty specialist. These groups join together to form the Wind Ensemble. Emphasis is placed on literature that calls for one performer per part in works from the Renaissance through contemporary periods. The ensemble presents four concerts annually. Prerequisite: audition. May be repeated for credit.

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 St. Louis. Prerequisite: audition. May be repeated for credit.

NURN

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

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 are addressed. Various models of financing and establishing health care delivery systems are explored. Nurses’ roles within these systems are reviewed in order to function effectively and assume a leadership role in the health care system.

NURN 5210 Instructional Methods in Nursing (3)
This course is designed to explore a variety of teaching methods used by nurse educators in academia, staff development and/or community education. Learning theories, principles of adult learning and learning objectives are examined. Use of technology in nursing education is integrated throughout the course. Students develop, implement, and evaluate a lesson plan appropriate for adult learners. Prerequisite: NURN 5000 and NURN 5550 or permission of Coordinator.

NURN 5220 Curriculum Development and Evaluation (3)
Curriculum design, development, and evaluation are explored. The influence of research and societal, educational, ethical, and professional forces on the nursing curriculum is 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.

NURN 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. Students collaborate with faculty and preceptors on lesson plans. The role of the educator in a teaching setting is explored. Prerequisites: NURN 5210 and NURN 5220.

NURN 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.

NURN 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. Competencies necessary for nurse leaders will be discussed. The role of communication will be examined across organization systems. The effect of diversity on practice will be discussed. Prerequisites: NURN 5000 and NURN 5550 or permission of Coordinator.

NURN 5420 Financial Issues for Nurse Leaders (3)
This course is based upon financial management framework important to 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 budget process. The course will include criteria for allocating resources that optimize quality cost effective care. Prerequisites: NURN 5000 and NURN 5550 or permission of Coordinator.

NURN 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 5410, NURN 5420, and NURN 5430 or permission of Coordinator.

NURN 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.

NURN 5450 Leadership in Nursing Practicum II (3)
The practicum course continues the exploration of 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, NURN 5430, and NURN 5440, or permission of Coordinator.

NURN 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in nursing. The professional seminar supplements the core or focus area courses by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars to meet the credit-hour requirements for graduation.

NURN 5550 Advanced Nursing Research (3)
Students systematically explore and evaluate current nursing knowledge for scientific and clinical merit. 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.

NURN 5800 Family Systems Nursing (3)
This course provides the student with a theoretical foundation and model for family assessment and intervention. Students develop basic family interviewing skills through the use of taped interviews. Opportunities to practice nursing interventions in a supervised setting are provided. Prerequisite: NURN 5000, NURN 5550.

NURN 5810 Families in Transition (3)
Students focus on families experiencing common transitions. Students continue to practice family interviewing skills. The use of family systems interventions is emphasized. Prerequisites: NURN 5550 and NURN 5800.

NURN 5820 Families Experiencing Illness (3)
Students examine the interaction between family functioning and illness.
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The influence of beliefs on health and the healing process is addressed. Family interviewing skills and therapeutic nursing interventions are emphasized. **Prerequisites:** NURN 5550 and NURN 5800.

**NURN 5990 Advanced Studies in Nursing (1-3)**
Students with special interests or needs not met by existing curricula may request that a faculty member supervise a directed study. Content of the study and evaluation criteria are mutually decided on by the student and faculty. This course may be repeated for credit if content differs. **Prerequisite:** permission of department chairperson.

**NURN 6000 Integrated Studies in Nursing (3)**
Students synthesize and integrate learning experiences from previous coursework through writing an in-depth, scholarly manuscript. The final manuscript will be suitable for possible publication and presentation. **Prerequisite:** completion of at least 30 credit hours.

**PADM**

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

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

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

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

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

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

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

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

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

**PATA**

**PATA 5100 Introduction to 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. **Prerequisite:** LEGL 5000.

**PATA 5110 Patent Research and Writing (3)**
This course focuses on familiarizing the student with patent law reference materials. Students will locate, analyze and summarize federal statutes, federal court opinions and federal administrative rules pertaining to patent law. Students learn the essential skills of patent researching and legal reasoning and begin to develop legal writing skills. This course enables students to apply the theory of patent research and writing to practical problems encountered in the patent litigation process. **Prerequisite:** LEGL 5000.

**PATA 5120 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 emphasize the drafting, enforcement of the resulting patent will be emphasized. 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. **Prerequisite:** LEGL 5000, PATA 5110, and PATA 5100.

**PATA 5200 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. **Prerequisite:** LEGL 5000, PATA 5110, and PATA 5100.

**PATA 5210 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. **Prerequisite:** LEGL 5000.

**PATA 5300 Patent Office Ethics (3)**
This course will focus on the ethical and professional responsibilities facing patent agents when submitting work before the United States Patent and Trademark Office. It will examine ethical considerations such as confidentiality, unauthorized practice of law, conflict of interest, as well as the consequences of unethical behavior. In addition, students will be provided with frameworks for dealing with the moral dilemma patent agents face. **Prerequisite:** LEGL 5000.

**PATA 5310 Patent Law Regulations and Procedures (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
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Examing 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. 

Prerequisite: LEGL 5000 and PATA 5100.

PATA 5400 Patent Litigation and the Federal Courts (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. Prerequisite: LEGL 5000 and PATA 5110, and PATA 5100.

PATA 5500 Global Intellectual Property Law (3)
This course will introduce students to intellectual property outside the U.S. It will also cover the challenges and problems in protecting and enforcing patents, trademarks, copyrights, and trade secrets outside the U.S. Additionally, this course will cover the major intellectual property treaties, including the Paris Convention; The Patent Cooperation Treaty; the Madrid Agreement and the Madrid Protocol; the Berne Convention; the Universal Copyright Convention, and others, focusing on the practical impact of these treaties on protecting rights outside of the United States. Prerequisite: LEGL 5000.

PATA 5510 Copyright Law and Trade Secret Law (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. Issues to be examined include copyrightable subject matter, the exclusive rights afforded by copyright, ownership of copyright, and fair use. Additionally, this course will cover 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. Prerequisite: LEGL 5000 and PATA 5120.

PATA 5520 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. Prerequisite: LEGL 5000 and PATA 5120.

PATA 5530 Ownership, Licensing, and Transfer of Intellectual Property (3)
This is a practical skills course covering the basics of contract formation and drafting. This course will cover the preparation and interpretation of agreements affecting the ownership, licensing, and transfer of intellectual property, including patents, trademarks, copyrights, and trade secrets. Prerequisite: LEGL 5000 and PATA 5120.

PATA 5540 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. Prerequisite: LEGL 5000 and PATA 5120.

PATA 6000 Integrated Practices in U.S. Patent Office Procedure (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. Prerequisite: LEGL 5000 and PATA 5120.

PBRL 4190 Public Relations Research (3)
Students learn the basic concepts of public relations research using the Internet for instruction and assignment. Students learn how to gather and apply data to public relations program design and evaluation. The course presents primary and secondary data collection methods used in PR research, as well as basic statistical concepts for data analysis. Students also learn to interpret, to report, and to apply findings to specific public relations cases and situations. Prerequisite: PBRL 2100 or PBRL 5322 for graduate students.

PBRL 4800 Media Relations (3)
Students learn effective verbal and nonverbal communication techniques and apply these concepts to a series of “real-world” simulations in which they learn to attract, work with, and be interviewed by radio, television, and newspaper reporters. Prerequisite: PBRL 2100 or PBRL 5322 for graduate students.

PBRL 5322 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 and 6 hours of undergraduate course work in public relations.

PBRL 5323 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. Prerequisites: MEDC 5000 and PBRL 5322 or MEDC 5300.

PBRL 5342 Writing for 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 news releases, social media/viral PR, pitch letters, brochures, newsletters, blogs websites, speechwriting, and other communications forms. Prerequisites: MEDC 5000 and PBRL 5322.

PBRL 5344 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 and PBRL 5322.

PBRL 5410 Communication Strategies for Investors and Financial Stakeholders (3)
This course addresses the specific communication requirements of the financial stakeholder audience, including discussion of legal communication requirements, annual reports, annual meetings, analyst meetings, analyst information programs, and shareholder communications. Prerequisites: MEDC 5000 and PBRL 5322.

PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3)
This course focuses on managing public relations strategies and tactics used in conducting public affairs, lobbying efforts, political campaign-
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PBRL 5453 Communication Strategies for Nonprofit Organizations (3)
This course addresses the specific public relations strategies needed to effectively manage the communications function within the nonprofit sector of organizations. The challenges of meeting the communication needs of volunteers and donors will be addressed as well as fund-raising communication techniques. Prerequisites: MEDC 5000 and PBRL 5322

PBRL 5465 Crisis Management Communications (3)
A specialized function of the public relations practice is the management of crisis communications. Students in this course study the relationship of the organization and its culture to the external environment in times of crisis. Risk assessment, preparation of a crisis plan, and use of appropriate media in addressing crisis communication needs are studied. Prerequisites: MEDC 5000 and PBRL 5322 or PBRL 4800

PBRL 5770 Multinational Public Relations (3)
This course focuses on the challenges and opportunities in public relations in a global environment. Students analyze case histories from both US-based multinational companies and non-US multinationals. Study is also directed toward differences in cultures and audiences on each continent. Special attention is given to questions such as: What kind of media works best where? What cultural expectations inform audience decisions and response? Which techniques are accepted globally? Pitfalls and common errors are examined. Review of major worldwide media is included. Students develop global public relations strategies and communication plans. Prerequisites: MEDC 5000 and PBRL 5322

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 21st century.

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

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

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

PROC 5840 Negotiations (3)
The course involves scope, strategies, and objectives related to negotiated acquisitions. The preparation, conduct, and documentation of the negotiation process are included.

PROC 5850 Logistics (3)
The student reviews the area of physical distribution management, including warehouse management and layout, transportation, and customer service.

PROC 5860 Government Contracting (3)
Students will examine contracting, focusing on complex, non-commercial acquisitions. Through lecture, case study, exercises, and other action teaching activities, students will be challenged to accept their roles as business advisors and to apply ethical principles and sound judgments to resolve contracting issues. Prerequisite: PROC 5000 or an equivalent introductory course in procurement and acquisitions management.

PROC 5870 Pricing and Contract Integration (3)
This course reinforces pricing skills taught in the basic Pricing and Negotiation course and further develops skills in pricing, cost analysis, and managing contract issues. Integrated Program Teams (ITPs) are established to resolve simulated case studies. Each ITP is required to demonstrate its ability to recognize, resolve, and provide advice on pricing issues. Students will appropriately use price and cost analysis in developing pre-negotiation objectives so that a fair and reasonable cost or price position can be supported. Prerequisite: PROC 5830 or an equivalent basic pricing course, and a general understanding of the government acquisitions process.

PROC 5880 Issues in Procurement and Acquisitions Management (3)
Current and significant issues in procurement and acquisitions management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

PROC 5890 Government Procurement Law (3)
The law and legal processes associated with government procurement are explored. An overview of government procurement and acquisitions management is presented, with particular attention given to the legal framework in which these activities must take place.

PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3)
The student is expected to synthesize and integrate the learning experiences acquired in procurement and acquisitions management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.
This course introduces students to the theory of some of the most important processes and phenomena in groups. It explores various types of groups, the role of a group leader or facilitator, and the group process. Group phenomena discussed concern both therapeutic and non-therapeutic groups such as work groups and teams, and they come from such diverse areas as counseling, psychotherapy, social psychology, and organizational psychology. This course also provides participants with the possibility to experience group phenomena and group processes first-hand in the experiential setting of a group and allows them to connect research insights and theoretical knowledge about groups to their own experience.

This course introduces students to topics of special interest within the field of counseling psychology. The importance of process research, evaluation, and/or integrate appropriate orientations for intervention. The course participants will be encouraged to develop the skills of learning to select and/or integrate appropriate orientations for intervention. The course may be presented as a one credit hour course focused on a particular counseling orientation. Consequently, this course may be repeated for credit if content differs.

This course covers topics relevant to assessment in counseling psychology, including procedures for diagnostic interviewing, report writing, interpreting personality and performance assessment, and ethical issues in testing. The first part of this course acquaints students with key psychometric concepts and several commonly used assessment instruments in counseling psychology. The second part of this course focuses on specific aspects of assessment in therapeutic settings and in different schools of therapy. Students gain experience in interpreting psychological tests, writing psychological reports based on assessment data, providing and receiving feedback on assessment reports, and performing assessment procedures in an ethical, professional, and culturally-sensitive manner.

This course covers research and theory concerning the psychological development of the maturing human. Students examine the nature and needs of individuals at all developmental levels as the course covers physical, cognitive, social, and emotional development from conception through death. This advanced class emphasizes the scientific and theoretical bases of developmental psychology, and relates the material to counseling and psychotherapy. Included are such areas as human behavior (normal and abnormal), personality development, family relations and development, and life cycle issues. Moreover, the application of developmental theories to child and adolescent deviant development and the counseling/therapy process is explored.

This course covers research and theory concerning the psychological development of the maturing human. Students examine the nature and needs of individuals at all developmental levels as the course covers physical, cognitive, social, and emotional development from conception through death. This advanced class emphasizes the scientific and theoretical bases of developmental psychology, and relates the material to counseling and psychotherapy. Included are such areas as human behavior (normal and abnormal), personality development, family relations and development, and life cycle issues. Moreover, the application of developmental theories to child and adolescent deviant development and the counseling/therapy process is explored.

This course builds on undergraduate knowledge of statistics and research methods. It is intended for graduate students who are engaged in our will shortly be engaged in their own empirical research (master's thesis). The course (1) provides a practice-oriented overview of selected statistical procedures and of quantitative and qualitative research methods, and (2) provides the possibility to develop ideas and skills for conducting one's own research and analyzing one's own data. Wherever possible, the course considers actual research issues which participants currently encounter. For practice purposes, the use of thesis data and work on other research problems in which student may be engaged is explicitly encouraged.

This course introduces students to topics of special interest within the field of counseling psychology. The course may be presented as a one
credit hour course focused on a particular counseling topic. Consequently, this course may be repeated for credit if content differs.

**PSYC 6100 Master's Thesis (3-6)**
The master's thesis consists of an individual research project designed by the student and carried out under the direction of a thesis faculty advisor. The thesis project allows students to contribute to the research in the field and to gain important research experience necessary for entrance into a doctoral program. All thesis topics need to be approved by the thesis advisor and the department. Students are expected to develop a topic, design the study, collect and analyze data, and report the results of their research in APA format. Following completion of the thesis, students are encouraged to submit their work for possible publication. In addition to the individual feedback and support they receive from their thesis faculty advisor, students working on a thesis participate regularly in the monthly meetings of the departmental research series (consisting of psychology faculty, thesis students, and invited guests) where their work is presented and critically discussed. This course may be repeated for credit.

**PSYC 6200 Practice and Supervision (1-3)**
This course provides students with the opportunity to learn and develop their counseling skills by systematically observing peers and experts in counseling interactions, by providing observations and feedback to others, and by systematically analyzing their own and others’ counseling experience. A significant part of this class is based on activities and exercises in the counseling lab, supported by modern technical equipment. This course also provides students with the possibility of being led in group supervision by the instructor. Supervised content may include internship work and other relevant experience in counseling contexts. The course is typically taken for one credit hour over three terms. Consequently, this course may be repeated for credit.

**PSYC 6300 Internship (3-6)**
The internship is a fieldwork experience that provides a supervised transition from learning in the classroom to the professional field of counseling. The internship provides the student with the practical application of counseling knowledge and skills. It consists of 480 hours of professional experience in a qualified institution in the social or health care system which provides the opportunity to perform a variety of activities related to counseling psychology and therapy. The internship must be completed in an approved setting under the supervision of a qualified supervisor. Program participants are responsible for applying and being accepted to their internship site. A list of approved internship sites is available at the department. In addition to external sites, participants may also apply to sites (both locally and internationally) if these sites are approved by the department. In addition to external sites, participants may also apply for an internship position at the on-campus Psychological Counseling Service to complete their internship, or part of their internship, under the supervision of qualified faculty. Before starting the internship, 24 credits must be completed in the program. The internship is graded on the credit/no credit grading option. Duration: 480 hours. This course may be repeated for credit.

**READ 5188 Comprehension Strategies (3)**
Methods for teaching comprehension strategies to students (K-12) and for helping students understand instructional materials and concepts are areas emphasized. Strategies to improve reading, writing, listening, and studying are analyzed and applied to particular grade levels and for specific needs of diverse learners. Final project includes reviewing research and designing a classroom plan for using effective comprehension strategies in the participant’s own classroom and for collaborating with other teachers. (Counts as Reading Methods)

**READ 5190 Language Development and Acquisition (3)**
This is a core course for the reading program. Focus is on normal language development in the areas of pragmatics, phonology, semantics, and syntax and the relationship of this development to reading and reading disabilities. A coaching project is included in projects for the course. (Required for Special Reading Certification.)

**READ 5777 Literacy Coaching (3)**
Core components of literacy coaching within a balanced literacy framework are introduced in this core course. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments using the literacy coaching model. The definition of and roles of the coach, the “coaching, continuum,” and collaboration will be studied in detail. Appropriate for classroom teachers, reading teachers, reading specialists, curriculum coordinators, and administrators.

**READ 5800 Applied Research (3)**
Students conduct classroom research projects in selected areas of literacy learning in order to develop strategies for problem solving and reflection that leads to effective instruction for all students. Candidates learn both quantitative and qualitative methods for conducting research. Prerequisite: Advancement to Candidacy.

**READ 5860 Review of Reading Research (3)**
Current research conducted and reported by teachers and other researchers will be reviewed. Along with studying various quantitative and qualitative designs, participants explore action research for discovering authentic foundations for classroom reading instruction. Each class member is expected to develop a research project and complete a literature search for the chosen project.

**READ 5870 Supervision of Reading Programs (3)**
Teachers who wish to become reading supervisors or consultants will benefit from this course. The class emphasizes demonstration teaching, designing in-service education models, and evaluating reading programs and materials, K-12 and adult level.

**READ 5910 Investigations in Reading, Primary (3)**
This course has been designed for classroom teachers to become proficient in the 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 workshops. In addition, students pursue particular topics of interest for projects in the classroom. A coaching project is required. (Counts for Reading Methods).

**READ 5940 Investigations in Reading, Grades 6-12 (3)**
Emphasis is on instructional strategies to expand students’ reading interests, motivation, engagement and abilities. Coaching students to use specific strategies for various reading purposes will be one focus along with using the coaching model to support the professional development of classroom teachers. Instruments for assessing reading abilities and materials for meeting diverse student needs are reviewed. Participants focus on current research and trends in middle school and high school reading programs. (Counts for Reading Methods).

**READ 5950 Diagnosis and Correction of Reading Problems (3)**
This course emphasizes effective use of formal and informal assessments for documenting strengths and determining needs; detecting, correcting and preventing reading difficulties; and matching instruction and leveled materials to all meet needs. Participants learn to choose and employ materials and methods for differentiated instruction, a student-centered approach that builds on strengths. The study of specific problems with possible corrective procedures will include a miscue analysis to determine a reader’s strategy use and a thorough assessment of all levels of comprehension. Each candidate will complete an extensive case study with teaching recommendations for home and school to share with parents and teachers. (Required for Special Reading Certification).
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**READ 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:** READ 5950 and 6 credit hours of READ reading methods courses. (Required for Special Reading Certification)

**READ 5980 Practicum in Remediation (3)**

This practicum in remediation is the complementary course to READ 5970 Practicum in Diagnosis of Reading Problems. It is a requirement for teachers working toward special 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 student is the basis of the development of an individualized program. **Prerequisites:** READ 5950 and 6 credit hours of READ reading methods courses. (Required for Special Reading Certification)

**SCIC 5010 Contemporary Strategies for Elementary and Middle School Science (3)**

This course enables students to understand the major content and principles of the sciences and to apply them in the teaching of the sciences in the elementary and middle school. Emphasis is on examining and designing curriculum to help pupils discover the connections of science to real-world situations, to investigate patterns through inquiry, and to use the patterns to predict the answers to new questions about our world and sustainability. Participants become familiar with and apply state and national standards.

**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 (3)**

A field-based course, this intensive workshop provides a behind-the-scene look at energy providers in Missouri. The experiences of the course challenge participants to synthesize the information they gather and develop curricula that share concepts and build understanding about our choices and responsibilities as energy consumers.

**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 additional $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 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 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 PK12 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.

**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.

**SCML 5050 Communication for Professional Science Management (3)**

This course teaches effective ways to communicate both in writing and verbally with colleagues across disciplines, with business and corporate supervisors, and with the general public. Topics also include crisis management and dealing with difficult people. Presenting memos, slide show presentations, reports, and briefing papers will be practiced.

**SCML 5590 Ethics and Social Responsibility in Science Management and Leadership (3)**

This course examines the moral and social context of professional managers and leaders in science organizations. Topics include: moral, social and legal issues in contemporary business management; ethical theories as frameworks for managerial decisions; corporate social responsibility; dilemmas of conscience for science managers; ethical issues in the workplace; morality and leadership; codes of conduct and professional standards. Analysis and discussion of case studies comprise a significant portion of the class.

**SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3)**

This course focuses on marketing strategies for science-based industries, product management (including pricing and inventory control), SWOT analysis, competitive intelligence, branding, and methods of market research. Students will also learn how to be effective participants of a focus group. **Prerequisite:** SCML 5590

**SCML 5800 Project Management (3)**

Students will demonstrate the ability to manage science based projects in accordance with Project Management Institute (PMI) standards. They will learn to use current project planning tools to develop project plans...
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that aid in bringing a project to completion on time and within budget. Special attention will be given to the WBS, cost, scope, time, and scheduling. **Prerequisite:** SCML 5590

**SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3)**

This course examines the philosophy, structure and select guidelines and standards associated with regulatory, standards and quality assurance and quality control (QA/QC) organizations such as the USDA, US EPA, US FDA, US DOT, OSHA, EFSA, the OECD, ANSI and ISO. **Prerequisite:** SCML 5590

**SCML 6000 Practical Application in Science Management and Leadership (3)**

This capstone course will have the senior student carry out a well-defined team-based project including marketing and business plans for a new science-based company or other appropriate project using PMI standards. All aspects of the SCML curriculum will be included in the project. Each student and team will make a final presentation and paper to a panel that includes mentors. **Prerequisite:** Completion of all other courses in the program.

**SECR**

**SECR 5000 Security Management (3)**

This course is an overview of principles and issues in business and organizational security management. Students examine the challenges embodied in various aspects of security such as personnel, facility, and information. Principles of loss prevention and the protection of assets are examined. Students employ the use of situational analyses, case studies, and other research-oriented approaches.

**SECR 5010 Legal and Ethical Issues in Security Management (3)**

This course is an overview of important legal and ethical issues with which the business and organizational security management professional must deal. Students examine such issues as personnel law and obligations; negotiations; contract management; constitutional rights of individuals; legal liability of security professionals and organizations; legal compliance; and ethical standards.

**SECR 5020 Security Administration and Management (3)**

Students apply principles of management to security administration. Topics include personnel management, security planning, organizational leadership and communication, and recruitment and training.

**SECR 5030 Business Assets Protection (3)**

Students examine the application of security knowledge and techniques to the protection of business assets. The security planning process is examined by the study of risk analysis, security surveys, and financial planning and decision making for development of security programs and countermeasures.

**SECR 5060 Emergency Planning (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 5080 Information Systems Security (3)**

Students examine the management of information 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 5110 Government Security Management (3)**

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

**SECR 5120 Business Intelligence (3)**

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

**SECR 5130 Investigations Management (3)**

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

**SECR 5140 Critical Infrastructure Protection (3)**

This course is an overview and continuing analysis of the President's Commission on Critical Infrastructure Protection (PCCIP) and the efforts to ensure the safety of these vital assets. Originally, the commission studied the critical infrastructures that constitute the life support systems of the United States, determined their 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.

**ECCR 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.

**SEC 5000 Interdisciplinary Course**

This course focuses on the role of the teacher as a leader in the classroom, school, and wider community. Students examine the different ways in which teachers provide leadership both inside and outside the classroom. The positive effects of teacher leadership in areas such as instructional coaching, adoption of technological innovations, service through school committees as well as local and national advisory boards will be explored. Evidence based approaches to teacher leadership and their effect on student learning will also be examined.

**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 Methods 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.

**SOCS 5190 School as a Workplace for Teacher Leaders (3)**

This course focuses on the role of the teacher as a leader in the classroom, school, and wider community. Students examine the different ways in which teachers provide leadership both inside and outside the classroom. The positive effects of teacher leadership in areas such as instructional coaching, adoption of technological innovations, service through school committees as well as local and national advisory boards will be explored. Evidence based approaches to teacher leadership and their effect on student learning will also be examined.

**SOCS 5200 Independent Study (1-3)**

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.

**SOCS 5210 In-Service Education (1-4)**

Various graduate in-service courses are offered that are not part of the existing MAT 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 MAT advisor. May be repeated for credit if content differs.

**SOCS 5230 Cultural Geography (3)**

This cultural geography course will study people and places. Cultural geography focuses on how people make and structure locations. The course will study how we organize space and society while we interact with each other in places and across space. How we make sense of others and ourselves in our locality, region and world will be studied. Such topics as religion, language, urbanization, globalization among others will be used to accomplish this study.

**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 Westward Expansion in the United States (1-3)**

This course examines significant developments in the expansion of the
Course Descriptions

United States into the western territories. Events such as The Louisiana Purchase, The Lewis & Clarke Expedition; The Missouri Compromise and the California Gold Rush will be explored. May be repeated for credit if content differs.

SOCS 5280 Early Civilizations of the Americas (3)
This course uses multimedia and virtual field trips to explore early American civilizations throughout the Americas. It utilizes a problem based inquiry approach to examining the archeological record of prehistoric civilizations in the Americas from the first origins of agriculture to European contact and interaction. May be repeated for credit if content differs.

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.

SOCS 5400 Issues in Education 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.

SOCS 5400 Issues in Education 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.

SOCS 5400 Issues in Education 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 MAT degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the MAT with prior approval of the student's advisor. May be repeated for credit if content differs.

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 5600 Globalization & Education: Systemic Perspectives (3)
This course explores the effects of modern developments in the international political economy that have led to the expansion of cross-national educational comparisons. Such comparisons have accentuated the global achievement gap and the changing role of the state in education. Moreover the emergence of standardization and accountability measures in schools is directly correlated with international trends. The effect of these ongoing trends on educational policy and schooling will be explored. Particular attention will be paid to the educational impact of globalization on minority, indigenous and vulnerable communities. Students will also survey the role of technology, communications, governance, popular media and their place in the advancement of globalization such that educational institutions also reflect their influence. The interaction of local and global phenomena that influence educational policy and practice are practical, ongoing areas of concern within the course.

SOCS 5610 Interactive Explorations in History & Geography (3)
This course enables educators to explore geographical spaces and historical developments using interactive modeling software. In this course students use spatial modeling tools to explore physical geography and historical themes. Spatial and GIS tools will be used to explore social science themes such as human rights crises, conflict and historical events. Students will take a critical approach to the study of historical events. Core aspects include reflection and unit development.

SOCS 5680 Historical Biography (3)
This course examines the lives and influences of one or more persons in American society who have shaped historic events in the 19th and 20th centuries. Focus is on how historic personalities contributed to the dialog and activities which have supported the advancement of individual rights and freedoms in the struggle for equal access and participation in the United States. May be repeated for credit if content differs.

SOCS 5690 American Government (2-3)
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.

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 5740 Economics: Choices and Challenges (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.

SOCS 5750 Special Institute 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.

SOCS 5750 Special Institute Eighteenth Century Tidewater Virginia (3)
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.

SOCS 5750 Special Institute 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.

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 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 5990 Independent Scholar (1-3)
MAT 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 MAT graduate. May be repeated for credit if content differs.

SOCS 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an MAT 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 AGC coordinator.

SOCS 6001 Integrated Project in Social Science Education (3)
In this course students develop and implement a comprehensive project in their specialization area in social science education. The project may be a field-based design, implementation and evaluation of a course, program or curriculum, or a professional development plan for other educators. It may also be a research project.

SOCS 6250 Thesis in Social Science Education (3)
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.

SPED

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

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

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

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

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

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

- Practicum: Learning Disabled 1-3 hours
- Practicum: Behavior Disorders 1-3 hours
- Practicum: Mentally Handicapped 1-3 hours
- Practicum: Severe Developmental Disabilities 1-3 hours
- Practicum: Cross-Cat 1-3 hours

**SPED 5091 Apprentice Teaching (8-10)**
This supervised field experience is required for candidates pursuing initial teacher certification in Mild/Moderate Disabilities: Cross-Categorical (K-12). During apprentice teaching, the preservice teacher is given an opportunity to analyze pedagogical competencies and to build his/her own personal strategies for teaching and learning. Reflective thought, observation, discussion, and actual teaching will be used to expand his/her skills. The student teacher is expected to conduct informal assessment, design and teach instructional programs and thematic units, write lesson plans on a daily basis, observe practicing teachers in other settings, and identify and develop goals for a professional development plan. This field experience requirement can be satisfied by a semester experience through a university sponsored placement in an approved educational setting. Paraprofessionals or provisionally certified teachers working in approved special education settings may satisfy this requirement through credit by examination, with prior approval of the advisor and SPED program coordinator. **Prerequisite:** B or better in SPED 5090; permission of advisor and SPED program coordinator.

**SPED 5200 Independent Study (1-3)**
MAT 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.

**SPED 5210 In-Service Education (1-4)**
Webster offers various graduate in-service courses that are not part of the existing MAT 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 MAT 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.
Course Descriptions

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-correctional 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.

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 individuals and their families.

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

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

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

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 developmental 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.

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. Prerequisite: SPED 5240.

SPED 5317 Therapeutic Interventions for Disturbed Students (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 5318 Global Issues in Special Education (3)
This required course will introduce students to current issues in special education on a global level. Students select and explore a current issue in special education, based on a focused review of published literature. Examples of issues may include: inclusion, discipline, identification and classification, national assessments, curriculum standards. International perspectives to the selected issue are researched using published literature and reports, electronic contacts and the Internet. Students are expected to culminate their coursework by developing a reflective plan for further specialization in their graduate studies.

SPED 5319 Disability and Ethics (3)
This course will explore the topic of ethics and situations involving disability. Modern moral philosophical theories will be reviewed and applied to specific cases. Both margin of life issues and quality of life issues will be discussed.
SPED 5320 Learning Strategies: A Cognitive Approach to Exceptional Learners (3)
This course focuses on the theoretical basis and the application of metacognitive approaches to the education of exceptional students.

SPED 5330 Legal Issues in Special Education (3)
Students review the laws governing special education at the federal and state levels. The course covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion.

SPED 5331 Working with Difficult Students (3)
This course focuses on students who are difficult to teach, “inflexible and explosive” (Greene, 2005). Students examine the characteristics and features of students with disruptive behavior disorders, such as oppositional disorders, conduct disorders, and attentional disorders. Students read professional literature, review case studies, interview professionals and family members who are familiar with these youngsters, survey intervention approaches, and summarize findings into class presentations.

SPED 5340 Planning Transition (3)
Class members explore techniques and policies that enable children with special needs to make a successful transition into less restrictive educational or vocational environments.

SPED 5350 Enhancing Social Competency in Children with Special Needs (3)
Students examine 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 physical and health impairments, including chronic illnesses. Emphasis is on adaptations for the general 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 focuses on 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 general education 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 MAT degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the MAT with prior approval of the student's advisor. May be repeated for credit if content differs.

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. **Prerequisite:** SPED 5240.

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. **Prerequisite:** SPED 5240.

SPED 5413 Assessment of Learning and Learning Problems (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 characteristics, identification, and placements specific to this population of students with learning disabilities or mental retardation.

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.
Course Descriptions

SPED 5700 School-based Prevention/Intervention: RTI/PBIS (3)
Education is changing, due to the implementation of response to intervention (RTI) procedures within our schools. Response to Intervention is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. Positive Behavioral Interventions and Supports (PBIS) is the largest exemplar of RTI in the nation. The emphasis of this course is the understanding of the RTI/PBIS procedures and the various applications of RTI/PBIS within schools and individual classrooms.

SPED 5701 Universal School-Wide PBIS (3)
This introduction to the concepts and processes of PBIS will focus on school-wide implementation. School-Wide implementation includes understanding roles and functions of the PBIS Universal Team, action planning for sustainable practices, data collection systems and tools, and the process for aggregating and analyzing data for decision making and action planning. Additionally, this course will provide an overview of the elements of School, Family, and Community Partnerships in relation to PBIS implementation, with an emphasis on proactive systems change that involves district, school, classroom, and individual student. Prereq: SPED 5700.

SPED 5702 Secondary Prevention/Targeted Group Interventions (3)
Secondary Prevention is designed for use in schools where there are students who are at risk of chronic problem behavior, but for whom high intensity interventions are not essential. In this course, students will learn about different secondary prevention interventions, how to determine who needs secondary level interventions, how to implement them and how to measure progress, fidelity, and social validity.

SPED 5703 Applying PBIS: Functional Behavioral Assessment and Behavior Support Planning (3)
Students will gain broad foundation skills in applied behavioral technology principles for the purpose of solving academic and behavior problems. Principles will include: problem identification and defining, functional assessment, selection of quantitative measurement systems, development of systematic behavioral interventions, and progress evaluation through repeated (ongoing) measurement and use of single subject designs.

SPED 5704 PBIS/Systems Leadership: Staff Development & Coaching (3)
The purpose of this class is to give the tools necessary to implement school-wide PBIS or any research-based classroom management practices through presentations and coaching. The role of the coach is to provide collaborative and non-evaluative communication and feedback to teachers by creating a positive climate and common purpose among teachers and students. Prospective coaches will learn the skills of active listening, pausing, paraphrasing, and asking meditative questions. Additionally, students will learn how to plan, implement, and evaluate staff development.

SPED 5800 Applied Research Methods (3)
This course introduces students to principles of research methodology and design. Students are enabled, 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.

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. Methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships are addressed as well as 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.

SPED 6000 Applied Field Research (1-6)
This course offers students an opportunity to engage in applied research to evaluate and improve curriculum, instructional strategies and programs and services for students with disabilities. Students conduct field research, and implement the proposed applied research project, or curriculum unit. Research projects and findings are conducted and analyzed using scientifically based methodology and principles.

Students are expected to work independently, with the guidance from the instructor of record and/or mentor. Students may register for a minimum of one credit, up to a maximum of six credits, depending on the extent and scope of the field research. Students considering graduate study at the doctoral level are encouraged to complete 6 credits of field research.

SPSM 5000 Space Environment (3)
Students will examine the concepts and terminology of the space environment, including the ionosphere, the magnetosphere, 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 5300 Remote Sensing Analysis Concepts and Geospatial Information System Technology (3)
Introduction and overview of satellite-based remote sensing including the evolution of national and international imagery policies and the growth of the commercial industry. Practical exposure to data types, imagery manipulation applications, software tools, and future technology developments is included.

SPSM 5310 Remote Sensing and Geospatial Information System Applications (3)
Commercial and civil applications such as homeland security, emergency management, forestry, urban planning, property assessment, natural resources management, utilities, etc., from business, marketing, and management standpoints are studied. Practical application, case study, and hands-on exercises using Webster University Space Lab resources and imagery products form a significant portion of the curriculum.
SPSM 5320 Remote Sensing and Geospatial Imagery Analysis (3)
Methods for deriving economic advantage and increasing resource management effectiveness through the use of remotely sensed imagery products are studied. Basic techniques for the analysis of imagery will be combined with hands-on use of current and evolving software applications and tools.

SPSM 5330 Geospatial Information System (GIS) Technologies (3)
Geospatial Information Systems (GIS) processes and their support of integrated applications, analysis, and resource management methods are examined. Instruction includes practical application and hands-on exposure to current and evolving GIS manipulation software applications and tools available in the Webster University Space Lab.

SPSM 5340 GPS - Position Determination and Coordinate Applications (3)
This course focuses primarily on the Global Positioning System (GPS) and gives the student hands-on experience with the space-based radio navigation system. This course examines current and future GPS applications that lend themselves to use in a variety of mapping, cartography, surveying, geological formation and resource location and identification. Students may explore basic navigation, map coordinate systems, differential GPS position determination and surveying applications and then integrate this knowledge with the remote sensing applications knowledge. This course is not substitutable for SPSM 5800 GPS-Space Radio Navigation.

SPSM 5360 Practical Research in Remote Sensing Analysis and Geospatial Information Systems (3)
Focused on federal, state, local municipality and commercial cartography and mapping projects using imagery as a base. This applications course will include practical lab instruction on the primary systems for Earth projection as well as basic cartography and topography skills. The course complements previous topics by providing a synthesis of the primary applications of remotely sensed data and GIS products. The student is expected to synthesize and integrate the learning experience acquired in the certificate program and to evaluate current relevant topics. Internships or practical research projects are considered appropriate for demonstration of student research in conjunction with the completion of this course. These projects may have a direct application relative to the student’s current employment or professional development for future career advancement.

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 major principles and concepts of the government contracting process, application of the Federal Acquisition Regulation (FAR), and integrating contracting activities into space systems acquisitions. Students will examine the acquisition strategy development and contract definition processes, and the roles of the program manager and contracting officer. Contract types and application are presented with emphasis on: requirements/capabilities development; the Request for Proposals (RFP) process; awards; protests; dispute resolution; risk; and government contracting agencies’ roles and responsibilities. Contractors; use of the Bid and Proposal (B&P) process, along with socio-economic and domestic preference policies, will be explored.

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, vector detection and function, frequency hopping, and other access schemes. This course presents an in-depth analysis of current and future trends in satellite communication systems 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 spacecraft 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 the early development of space operations from the
Course Descriptions

first rocket and satellite launches; U.S. and international policies and their effect on space operations; orbit topologies and the impact they have on the space, ground and user segments. Current initiatives in the commercialization of space including: launch services; the NASA technology transfer programs; satellite communications - voice and data services, direct broadcast TV; remote sensing; radio navigation; mining, manufacturing and tourism. Examination of commercial space services, spaceports, and the assessment of business risks associated with new start-ups and competing terrestrial services is integral. Included will be a review of the U.S. International Traffic in Arms Regulation (ITAR) and Export Administration Regulation (EAR) and the impact they have on U.S. space business competitiveness. Investments and incentives for commercial development of new space business ventures, as well as legal issues with areas such as geostationary rights, international sovereignty and claim of rights of off-world resource ownership, limitations of World Radio Frequency allocations, and a broad spectrum of current trends in commercial space operations will be explored.

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 and international efforts to establish space policies, laws, and treaties. The policy positions of the United States, as defined by presidential administrations, and other nations' positions will be included. The development of future national space priorities and their impact on national and international space law and policy will be discussed. The workings of the UN Committee on Peaceful Uses of Outer Space (COPUOS) to establish international treaties, work legal aspects of outer space law through the complexity of interrelationships of those countries, companies and agencies involved with major space systems worldwide will be examined.

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.

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.

SSSL

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 EdS 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 EdS 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 EdS 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 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 course 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 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 EdS 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:
- Knowledge of structure/function of the American court system
- How statutory/case law impact the public school
- Litigation in regard to FERPA and NCLB
- Gender based decision making
- Student rights
- First and fourth amendments
- High stakes testing
Prerequisites: acceptance into the EdS 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 and the benefits of mobilizing resources — 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:
- Strategic plans and system theories.
- Organizational development and operational procedure as it relates to the district level.
- Collaborative skills in regard to working with district stakeholders and responding to and mobilizing community resources.
- 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 EdS 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:
- Demonstrate and apply a basic understanding of the principles of sound financial management.
- Identify the contribution of education to the economy.
- Identify the major components of developing, implementing, changing, and evaluating a school district budget.
- Identify and apply the processes of financial accounting, auditing, and reporting.
- Identify and apply school finance concepts.
- Evaluate and reallocate financial resources to improve student results.
Prerequisites: acceptance into the EdS 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 6027 School Systems, Superintendency and Leadership: Personnel Administration (1)
This course is designed to increase theoretical and practical knowledge about district curriculum assessment, evaluation, and revision cycle across a school system/district, from K-12. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. The culminating project for this course is to create a comprehensive district curriculum plan that includes but is not limited to the following: narrative description of district and curriculum, assessment plan, evaluation cycle, and revision plan. Students will:
- Understand broad application/impact and results of curriculum across a school district.
- Assess and analyze core data in relation to schools and district goals, performance, and learner outcomes.
- Connect learner outcomes to professional development, teacher training, and performance.
Prerequisites: acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of

SSSL 6028 School Systems, Superintendency and Leadership: Facilities (1)
This course focuses on identifying, analyzing, and developing effective methods of systems/district personnel administration and facilitation. Topics include: human resources planning, recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations.
Prerequisites: acceptance into the EdS 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 6029 School Systems, Superintendency and Leadership: Curriculum (2)
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:
- Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
- Learn the role of the school administrator in modernizing, maintaining, and operating an existing facility.
- Explore the role of the school administrator in building a new facility.
- Have hands-on opportunities to forecast enrollment.
Prerequisites: acceptance into the EdS 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.
Course Descriptions

**SSSL 6030 School Systems, Superintendency and Leadership: Supervision (2)**
This course will expand the student's knowledge and experience beyond school district building level administration and leadership to that of a much wider perspective, the school system/district. The student will:
- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
- 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.
- Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
- Explore professional (staff) development and renewal options.
- Assess data related to student learning that are used to develop the school vision and goals. The vision shapes the educational programs, plans, and actions.
- Research state law and district policy that direct employee sanction and termination.
- Develop effective mentoring procedures.
- Develop supervision alternatives to enhance professional growth and development.
- Critique evaluation models for non-certificated employees.
- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

**Prerequisites:** acceptance into the EdS program, appropriate technology expertise as would be expected of a superintendent, 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: School and Community Relations (2)**
This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external “communities” and the relationships between and among the communities of the school as an organization. The role of communications in school-community relations and consideration of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan. **Prerequisites:** acceptance into the EdS 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: 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 EdS 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 Internships**
The internships in the SSSL program are clinical experiences that are supervised, supported, and individualized in advanced professional studies. They offer the opportunity to integrate practice with values, philosophy, theory and research that allows for: the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan (LDP).

The EdS degree in SSSL requires the successful completion of a minimum of five internship credits. Internships are taken one credit at a time. All internships are individually planned and monitored. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. Two Action Research Internships (16 weeks each) and one Special Education Internship (8 weeks) are required. The format of the two remaining internships is the choice of the student. **Prerequisites:** acceptance in the EdS program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics and a demonstrated ability to communicate effectively both orally and through written language. Any deficits must be addressed through courses that are not part of this program.

**SSSL 6123 Action Research Internship Step One (2)**
Action Research Internship Step One is the first semester internship. It is also Step One in the Action Research sequence. In this course the student focuses on understanding action research, developing the action research design and beginning the action research project. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).

**SSSL 6133 Action Research Internship Step Two (2)**
The second semester of the Action Research Internship experience is Step Two. It focuses on continuation and completion of the action research internship project. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).

**SSSL 6134 Optional Topics for Internship I (2)**
**Dispositions:** This course is available for internship projects after the Action Research Internship Part One and Part Two. Content of the Optional Topics for Internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit hour for 67.5 contact hours of work.

**SSSL 6135 Optional Topics for Internship II (2)**
**Diversity:** This course is available for internship projects after the Action Research Internship Part One, Part Two and Optional Topics for Internship I. Content of the Optional Topics for Internship II must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit hour for 67.5 contact hours of work.

**SSSL 6136 Special Education Internship (2)**
This is an eight week internship offered during the summer term in con-
junctio? with SSSL 6022 Special Education Administration and Law. This internship must be approached from the viewpoint of individuals with disabilities and/or their families. This internship consists of 1 credit for 67.5 contact hours within an eight week time frame. It must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook.

TELD

TELD 6000 Equitable Learning: Accessibility, Adaptation, and Accommodation (3)
This course is designed to study the skills and responsibilities of the Teacher Leader in promoting change in the pursuit of social justice for all learners in communities, schools and classrooms. This course examines the role and responsibilities of the teacher leader in regard to providing access and quality instruction through adaptations and accommodations in the school and classroom. A brief foundational perspective to Federal and State law concerning individuals with disabilities will be provided, including the following: organizational structures, relationship to general school curriculum, instruction and related services. Current issues in the field of education will also be explored. Participants will apply the context readings, class discussions, field observations, and group experiences in reflecting on their role as an educator and leader. Students will examine issues such as teacher leadership, parent communications and advocacy for all children. An internship/field experience is also embedded in this course. Prerequisites: A master’s degree 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.

TELD 6020 Coaching, Mentoring, & Evaluating (3)
This course prepares teacher-leaders to do their personal best, to be of service to others, and to be knowledgeable, informed, responsible and reflective life-long learners. The course is designed to encourage teacher-leaders to take ownership and accept accountability for serving as effective coaches and mentors to educators in their school systems and to create a culture of partnership. A goal in the course is that teacher-leaders are able to motivate, utilize, and retain talent in their system and can to explain and perform their roles, their accountability, and their expected outcomes, based on ISLLC (Interstate Leaders Licensure Consortium) standards. Teacher-leaders will learn the importance of coaching individuals, capable of professional responsibilities, who have the knowledge, information, and responses required to incorporate differentiated instruction and effective dispositions necessary for serving their communities. Understanding how to use and apply formative and summative assessments to achieve a cohesive community where student outcomes can be measured and where student responses in the classroom are valued will be stressed. Teacher-leaders will also be required to apply their knowledge of the requirements their roles by completing a case study. Prerequisites: A master’s degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this certificate.

TELD 6040 School Improvement (3)
This course is for future leaders to understand the school improvement process: to use and analyze data and demographics of the school community for school improvement and goal setting; to understand models for educational program planning and evaluation; to understand research based school improvement strategies, and to involve community members and stakeholders in the school improvement process. Students will also gain an understanding of how the relationship among the development of learning communities, teacher leadership, school effectiveness, and site-based accountability can positively improve schools. Activities may include site-based visits, including participant-observer studies, shadow studies, problem-based learning activities, case studies, and research studies. Students will demonstrate an understanding of data collection and analysis issues, evaluate school improvement models, and develop a product representing their growth in understanding of teacher leadership and school improvement. Prerequisites: A master’s degree 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.

TELD 6060 Culture and Diversity of Schools (3)
Due to the significant technological progress and to the accelerated increase in population relocation numbers, contact between cultures has become an everyday occurrence. Given their classroom roles, teachers are always exposed to a full array of cross cultural interactions. This course combines theory with practical projects that allow learners to improve their understanding and knowledge of various aspects of cross-cultural contact involving “traditional” and “nontraditional” families and diverse populations. Teachers will learn how culture and language influence one’s behavior, actions and judgment. Using this knowledge, learners will be asked to explore and discuss how families and cultures are represented in a school structure and curriculum. Prerequisites: A master’s degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this certificate.

TESL

TESL 5030 Historical 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.

TESL 5040 Practicum in ESOL (3)
This practicum provides supervised field experience for students enrolled in this program. 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.

TESL 5139 English of Speakers of Other Languages (ESOL) (3)
Methods of Teaching Languages - 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.

TESL 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.

TESL 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.

TESL 5311 Principles and Practices of Language Testing (3)
This seminar introduces and analyzes different formats and types of language tests as a reflection of varied linguistic contexts, language teaching and language acquisition goals. Assessment techniques, practices and
Course Descriptions

procedures are discussed in close relation to test validity and effectiveness. The class also covers the design, writing and administration of assessments. **Prerequisite:** Theories in SLA OR teaching experience OR consent of instructor.

TESL 5350 Intercultural Communications (3)
In order to function effectively in an inter-dependent 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.
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<th>Name</th>
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<tr>
<td>David Avery, Jr.</td>
<td>B.B.A., Georgia Southern University, 2001; M.S., University of Phoenix, 2003; M.S., Kennesaw State University, 2006</td>
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<td>Doretha L. Bracero, B.A.</td>
<td>St. Martin's College, 1996; M.H.R.L., University of Oklahoma, 1999; M.B.A., Strayer University, 2010</td>
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<td>Salvatore J. Buzzuro, B.S.</td>
<td>Regents College of the University of the State of New York, 1999; M.A., Webster University, 2002; Ph.D., Capella University, 2005</td>
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<td>Elaine S. Campbell, B.A.</td>
<td>Clark Atlantic University, 1978; M.B.A., Savannah State University, 1987; M.Acc., Georgia Southern University, 2002</td>
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<td>Mary P. Campbell, B.A.</td>
<td>Troy University, 1988; M.A., Webster University, 2005; M.B.A., Webster University, 2006</td>
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<td>Patti J. Clark, B.S.</td>
<td>Embry-Riddle Aeronautical University, 1996; M.A., Embry-Riddle Aeronautical University, 1998; Ph.D., Northcentral University, 2008</td>
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<td>Terry E. Cooper, B.B.A.</td>
<td>Eastern New Mexico University, 1982; M.A., Webster University, 1987; J.D., Rutgers University, 1997</td>
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<td>Manuel De La Torriente, B.L.S.</td>
<td>Barry University, 1994; M.B.A., University of Phoenix, 2005</td>
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<td>Mendi S. Drayton, B.A.</td>
<td>Duke University, 2000; J.D., University of Southern California, 2006</td>
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<td>Wylie B. Estes, B.S.</td>
<td>University of Maryland, 1984; M.S., University of Tennessee, 1996</td>
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<td>Edward J. Farrell, B.S.</td>
<td>East Carolina University, 1963; M.A., Webster University, 1983</td>
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<td>Richard A. Flippo, B.A.</td>
<td>University of South Carolina, 1974; M.Ed., Armstrong Atlantic State University 2005</td>
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<td>Dulce M. Font, B.A.</td>
<td>St. Thomas University, 2001; M.A., St. Thomas University, 2003</td>
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<td>Marlene Groman, B.S.</td>
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<td>Cedric Harris, B.S.</td>
<td>Upper Iowa University, 2001; M.S., Troy University, 2002; Ph.D., Capella University, 2008</td>
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<td>Thomas H. Hines, B.S.</td>
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<td>James O. Holt, B.B.A.</td>
<td>Brenau University, 2004; M.B.A., Troy University, 2008</td>
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<td>D. Thomas Huckabee, B.S.</td>
<td>Limestone College, 2006; M.S., Nova Southeastern University, 2009</td>
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<td>Gwendolyn Jordan, B.A.</td>
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<td>Virginia Kirkwood, B.A.</td>
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<td>Robert Klemm, B.A.</td>
<td>William Carey College; M.A., Arizona State University; Ph.D., Southern Illinois University, 1981</td>
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<td>LeVette Lanier, B.A.</td>
<td>St. Leo University, 1996; M.S.A., Central Michigan University, 2000</td>
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<td>Shine M. Lin, B.S.</td>
<td>National Taiwan University, 1973; M.S., Pittsburgh State University, 1982; Ph.D., University of Kansas, 1991</td>
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<td>Peyton L. Lingle, A.B.</td>
<td>University of Georgia, 1960; M.B.A., University of Georgia, 1964</td>
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<td>Kathy S. Manokey, B.S.</td>
<td>Savannah State University, 2000; M.A., Webster University, 2001</td>
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<td>Tulin Melancon, B.S.</td>
<td>Hacettepe University, 1986; M.A., Webster University, 1998</td>
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<td>Michael J. O’Grady, B.S.</td>
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<td>Timothy T. Saulnier, B.S.</td>
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<td>Antoinette Scaringi, B.S.</td>
<td>McGill University, 1986; M.S., University of Colorado, 1991</td>
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<td>Yvette R. Stewart, B.S.</td>
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<td>Laverne E. Streeter, A.B.</td>
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<td>Michelle R. Thompson, B.B.A.</td>
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<td>Timothy R. Thornton, B.S.</td>
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<td>James W. Waters, B.S.</td>
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### Illinois

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<td>Charles E. Andrus, B.S.</td>
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