For general information or application materials:

**U.S. Citizens to the St. Louis Campus**
Phone: 314-968-7800
Fax: 314-968-7116
E-mail: gadmit@webster.edu

**U.S. Citizens to Extended U.S. Campuses**
Phone or fax the campus of your choice. (For phone and fax information, see the 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
E-mail: intlstudy@webster.edu

**U.S. Residents to International Campuses**
Phone: 314-968-6898 • 1-800-984-6857
Fax: 314-968-7119
E-mail: worldview@webster.edu

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

Webster University is a private, non-profit, independent, multi-campus, international institution offering a wide variety of undergraduate and graduate degree programs. Founded in 1915, Webster University's home campus is in Webster Groves, Missouri, USA, a major suburban center of the St. Louis metropolitan area. Webster University offers programs at extended campus locations throughout the United States, including military education installations and metropolitan centers, international programs in Europe, Asia, and Africa, 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
- George Herbert Walker School of Business & Technology
- Leigh Gerdine College of Fine Arts
- School of Communications
- School of Education

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

- Master of Arts (MA)
- Global Master of Arts (GMA)
- Master of Arts in Teaching (MAT)
- Master of Business Administration (MBA)
- Master of Educational Technology (MET)
- Master of Health Administration (MHA)
- Master of Public Administration (MPA)
- Master of Fine Arts (MFA)
- Master of Music (MM)
- Master of Science (MS)
- Master of Science in Nursing (MSN)
- Educational Specialist (EdS)
- Doctor of Education (EdD)
- Doctor of Management (DMgt)
- Doctor of Nurse Anesthesia Practice (DNAP)
- Dual Degree Programs

- Sequential Degree Programs
- Certificate Programs

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.

For students in the state of Florida, the catalog shall constitute a contractual obligation of the school to the student and shall be the official statement of the school's policies, programs, services, and charges and fees.

However, Webster University reserves the right to change any statement made in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. The student is responsible for knowing graduation requirements for his or her degree program.

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

Webster University works with an independent certified public accountant to assure that there is sufficient funding through a tuition guaranty bond. A copy of the bond document can be requested by mail addressed to Webster University, Office of Academic Affairs, 470 E. Lockwood Ave., St. Louis, MO 63119. Webster University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

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, gender identity, color, creed, age, ethnic or national origin, or non-disqualifying handicap, as required by federal laws and regulations, including Title IX of the 1972 Educational Amendments.

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

**Governance**

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

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

Robert (Rob) Reeg, Chair of the Board, Consultant, Former President, MasterCard
Patricia (Pat) D. Whitaker, Interim Vice Chair of the Board, Founder and Chairman, Arcturus
Elizabeth (Beth) J. Stroble, Chancellor, Webster University
Julian Z. Schuster, President, Webster University
Richard (Rick) Meyer, Interim Treasurer, Interim Chief Financial Officer, Webster University
Jeanelle Wiley, Assistant Chancellor, Secretary of the University and Senior Privacy Director, Webster University
Edgar Aguilar, Executive Vice President, Information Technology and Human Resources, MasterCard
Marvin Anderson, Senior Vice President, Bank of America Private Bank
Susan (Gay) Burns, Executive Vice President, Chief Human Resources Officer, Reinsurance Group of America
W. Thomas (Tom) Chulick, President and Chief Executive Officer, St. Louis Regional Chamber
Mark C. Darrell, Senior Vice President, General Counsel and Chief Compliance Officer, Spire, Inc.
Clark S. Davis, Principal Consultant, Cameron MacAllister Group
Bently Green, Sr., Associate Vice President, Black & Veatch Corporation
Laura Herring, Chair Emeritus and Founder, The Impact Group
Carmen Jacob, CEO, NextGen Information Services, Inc.
Kristin M. Johnson, Principal - Chief Human Resources Officer, Edward Jones
Atul Kamra, Managing Partner, SixThirty
Lisa Melandri, Executive Director, Contemporary Art Museum St. Louis
Jane Robert, Honorary Board, American Friends of the Musée d'Orsay
John (JT) Tvrdik, Office Managing Partner, PricewaterhouseCoopers, LLP
Sumit Verma, Senior Vice President Commercial Manufacturing, Iovance Biotherapeutics, Inc.
Lynn Wittels, President and CEO, St. Louis Jewish Community Center
Peter Wyse Jackson, President, Missouri Botanical Garden
Jeffrey (Jeff) Yorg, Managing Director of Compliance & Risk and Associate General Counsel, BAM Advisor Services, LLC

Notice of Non-Discrimination

Webster University is committed to non-discrimination and equal opportunity regarding the treatment of students, faculty and staff. The University considers employment, admissions, financial aid, programs, and activity applications without regard to race, sex, sexual orientation, gender identity, color, creed, age, ethnic or national origin, or disability. Inquiries or complaints related to any of these areas should be addressed to the appropriate individuals identified below.

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

Matters concerning athletics:
James (Scott) Kilgallon
Director of Athletics
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-7576
scottkilgallon@webster.edu

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

Matters concerning academic issues:
M. Elizabeth (Beth) Russell
Associate Vice President for Graduate Studies
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-8298
russelmb@webster.edu

Matters concerning employees and applicants for employment, unrelated to sex- or gender-based discrimination or other similar misconduct:
Cheryl Fritz
Chief Human Resources Officer
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-7055
cherylfritz49@webster.edu
Webster University 2020-2021 Graduate Studies Catalog

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Services for Students

Academic Advising

The Academic Advising Center coordinates the advising system throughout the Webster University network: graduate and undergraduate, on-ground and online, and faculty and staff. This office provides students, faculty and staff with information and tools to understand academic programs and policies that serve to help students fully realize their academic and professional goals. Graduate students will be assigned an advisor, either in the Advising Center or at their local campus or school, who will assist them throughout their graduate journey, from the point of entry through graduation.

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

Academic Resource Center (ARC)

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

Academic Counseling is available to all students, undergraduate and graduate, throughout Webster's global system and supports student success. Academic Counseling conversations often focus on accessing University resources, goal setting, learning styles, motivation, note taking, self-advocacy, stress-relief and management, study skills, test taking, time management and more. Academic Counseling also includes work with students on Academic Probation, with low or failing grades, with grades of Incomplete, etc.; work with transfer students and students with disability accommodations; and work with conditionally admitted students, including an extensive program for students meeting the criteria for inclusion in the Transitions program. Academic Counseling is one-on-one support that provides the assistance students need when they need it.

Assistive Technology is available for students who need additional support. While many forms of assistive technology are available only to students with applicable disability accommodations, some technology and software is available to all students. Kurzweil 3000, a program that assists students with reading and writing, is an example of free software that is available to all students, undergraduate and graduate, throughout Webster’s global system.

Disability Accommodations are available through the ARC, and Webster University considers admission, financial aid, program, and activity applications without regard to disability. The Academic Resource Center’s Academic ADA Coordinator helps St. Louis and online students with documented physical, psychological, medical, and/or learning disabilities obtain the accommodations they need to have equal access to information and equal opportunity for program success. At extended sites and international campuses, the site director or a staff designee assists students with disability accommodations. The ARC’s Academic ADA Coordinator supports extended sites and international campuses, as needed and requested, in assisting their students.

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

Students with documented disabilities should contact the ARC to arrange for appropriate accommodations to ensure equal access to Webster's programs and activities. Assistive technology consultation for Kurzweil 3000, Dragon Naturally Speaking, ZoomText, JAWS, Smartpen, Braille, alternative texts, alternative keyboards, reading software, and other hardware/software is available to all students, undergraduate and graduate, throughout Webster's global system. For questions or further assistance, visit the Resources link in WorldClassRoom and select the Peer Tutoring Request Form.

The Writing Center provides a friendly, welcoming place where writers receive one-on-one coaching in order to become independent writers and demystify the writing process. Trained coaches help students through the process of writing a paper. Information about how to schedule appointments as well as about online resources and helpful writing tips may be found on the ARC website (www.webster.edu/arc). The Online Writing Center draws on a group of writing experts to offer writing coaching to students unable to meet face-to-face. Papers may be submitted by visiting the Resources link in WorldClassRoom and selecting Writing Assistance or by following the instructions on the Online Writing Center's website accessible through www.webster.edu/arc. NetTutor also provides writing support to all students worldwide. To access NetTutor, log in to WorldClassRoom (Canvas) and open any course shell. In the course, click on NetTutor in the left-hand course menu.

Contact Information:
Phone: 314-246-7620
Email: arc@webster.edu
Web: www.webster.edu/arc
Facebook: https://www.facebook.com/websterARC

Services for Students with Disabilities

Webster University considers admission, financial aid, program, and activity applications without regard to disability. The Academic Resource Center’s Academic ADA Coordinator helps St. Louis and online students with documented physical, psychological, medical, and/or learning disabilities obtain the accommodations they need to have equal access to information and equal opportunity for program success. At extended sites and international campuses, the site director or a staff designee assists students with disability accommodations. The ARC’s Academic ADA Coordinator supports extended sites and international campuses, as needed and requested, in assisting their students.

The ARC’s Testing Center proctors rescheduled tests with an instructor's approval, accommodated tests, MBA prerequisite waiver exams, language placement exams, and various other exams. Appointments should be made at least 24 hours in advance of the requested testing time.
available upon request. Alternatively formatted textbooks, within publisher permission and copyright parameters, may be ordered for students and faculty and staff members whose documented disabilities include this option as an accommodation.

Contact Information:
Phone: 314-246-7700
Email: disability@webster.edu
Web: www.webster.edu/arc
Facebook: https://www.facebook.com/websterARC

Online Learning Center

The Online Learning Center supports all students enrolled in online classes at the undergraduate and graduate level who may be enrolled at any campus in the Webster network. All students are provided with an orientation to online learning prior to their first online course and then assigned an Online Success Coach who will help resolve any concerns students may have along the way. Learn more about online student support at www.webster.edu/olc/students/.

Contact Information:
Web: www.webster.edu/olc/students/

Admission

The Office of Admission coordinates the recruitment and processing of admission applications and required documents for all students.

Contact Information:
Toll Free: 800-753-6765
Phone: 314-246-7800
Fax: 314-246-7122
Email: admit@webster.edu

Career Planning and Development Center

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

Through career coaching, students meet individually with their designated advisor, who will serve as a consistent point of contact throughout their graduate studies. Career advisors assist students identify, present and articulate technical and transferable skills for career advancement and/or transition. The CPDC website includes a multitude of career resources, guides and sample documents that help students in a variety of career development areas including job search strategies, preparing customized application materials and interviewing strategies. Through Handshake, Webster University’s online career management and recruiting platform, students can manage multiple aspects of their job search process, register for career fairs and events, and schedule career advising appointments with their designated career advisor.

Contact Information:
Toll Free: 800-981-9805
Phone: 314-968-6982
Email: careercn@webster.edu
Web: www.webster.edu/career-services
Handshake: https://webster.joinhandshake.com
Facebook: https://www.facebook.com/wucareerplanning
Twitter: https://twitter.com/WMUCareerServ
Instagram: https://www.instagram.com/wucareerplanning
YouTube: http://bit.ly/1Pit1jr

Financial Aid

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

Contact Information:
Toll Free: 800-983-4623
Phone: 314-246-6992
Fax: 314-246-7125
Email: financialaid@webster.edu
Web: www.webster.edu/financialaid

IT Service Desk

Webster University students have access to some of the latest technology to support their learning experience.

The IT Service Desk is the first point of contact for students requesting services from the Information Technology department. The IT Service Desk assists students at any campus in the Webster network or online. Some of the services we provide include Connections account assistance, access to Office 365, joining the wireless network, support for WorldClassRoom (Canvas) online courses and much more.

Please visit our website to see our hours of operation and a full list of our services. We are dedicated to providing quality support and services to our students, faculty and staff. We strive to provide these services in a friendly and timely manner.

Contact Information:
Toll Free: 866-435-7270
Phone: 314-246-5995
Email: support@webster.edu
Web: www.webster.edu/technology/service-desk/

International Opportunities and Support

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

The friendly staff members in International Recruitment and International Services (IRIS) assist Webster students coming from all over the world to study in the U.S. with visas, immigration check-in, maintaining visa compliance, applying for practical training opportunities (CPT and OPT) and more.

Contact Information:
Web: www.webster.edu/iris

The Multicultural Center and International Student Affairs at Webster University exist to provide programs and services to students and faculty; and to create a community environment that recognizes social differences, respects cultural uniqueness and facilitates cross-cultural interaction, learning and appreciation.

Contact Information:
Web: www.webster.edu/mcisa/

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

The Office of Study Abroad in St. Louis is the place to start for U.S.-based students looking to study at any of Webster’s international campuses and beyond. The office prepares students for their travel and connects them with a range of resources that will help them have a successful international experience. A wealth of information may be found on the Study Abroad website.

Contact Information:
Toll Free: 800-985-4279
Phone: 314-968-6950
Fax: 314-968-6900
Email: studyabroad@webster.edu
Web: www.webster.edu/study-abroad

Library

The Webster University Library offers the latest in collections, online resources and information technology. The Library houses a collection of more than 300,000 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 and faculty and staff members will discover a wealth of electronic resources including eBooks, articles, streaming video and music, online tutorials, research guides - all accessible 24/7 from campus, home, or office. The Library also provides services to obtain books and articles from other libraries for patrons’ research needs.

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

Contact Information:
Toll Free: 800-985-4279
Phone: 314-968-6950
Email: http://libanswers.webster.edu/ask
Web: library.webster.edu
Chat: http://libanswers.webster.edu

Military Student Information

Webster University and the U.S. Department of Defense have worked together for more than 45 years to provide high-quality and cost-effective undergraduate and graduate programs at military installations across the nation.

Webster University's Office of Military Affairs (OMA) is committed to the continuing education needs of our military. The OMA’s mission is to provide Webster’s military students with access to the global Webster University network through a “single touch point.” The OMA can assist military students in multiple areas, including financial aid, academic advising, academic testing, transfer credit (including over 60 cooperative degree programs and transfer credit agreements with DoD school houses, such as Army Captain’s Career Courses), grants and proposals, military alumni and military student life activities (tutoring, writing assistance, accommodation assistance, etc.). Webster University also has a full-time Veterans Administration (VA) Success on Campus (VSOC) representative on the main campus who is fully equipped to offer Webster military veteran students the VA help they may need. Additionally, the main campus has a Veteran’s Center where veterans can go to relax, study or network.

Contact Information:
Toll Free: 800-981-9804, ext. VETS (8387)
Phone: 314-968-6980
Fax: 314-963-4757
Email: studentaffairs@webster.edu
Web: www.webster.edu/campus-life

University Bookstore

The University Bookstore, located in the Garden Park Plaza, stocks textbooks and supplies used in courses, as well as a variety of University clothing and accessories.
Financial Services

The Business Office provides a check-cashing service for students. Short-term emergency loans are available to degree-seeking students on a “funds available” basis. The Office of Student Affairs administers these emergency loan funds. There is a maximum of $300 per student available each year. The Money for Textbooks program is also available to St. Louis and online students with financial aid who meet certain criteria. This program provides an advance on an expected refund so that students can purchase their textbooks in a timely fashion. The application for Money for Textbooks, which must be submitted online, can be found at: http://www.webster.edu/campus-life/student-services/money_for_textbooks-non_online.html.

Student Media

The Ampersand is Webster University’s award-winning student magazine. The magazine continues to evolve as it is created each semester by a class of Webster students dedicated to its production. It is available in print and on an Ampersand app available from iTunes and Google Play stores. Content focuses on student life. See the latest edition at www.websterampersand.com.

The Galaxy is Webster University’s student-run internet radio station located in the recently renovated section of Sverdrup Hall. The Galaxy offers students from all disciplines opportunities to work in a variety of positions in a creative environment while developing their communication skills. Listen to the Galaxy at www.thegalaxyradio.com.

The Journal is Webster University’s award-winning student newspaper produced in the recently renovated section of Sverdrup Hall. It is published bi-weekly from September through May and is also available online. It covers news about campus life, sports, popular culture, politics and entertainment. Read the Journal at www.websterjournal.com.

Intercollegiate Athletics Program

The Webster University award-winning intercollegiate athletics program is a competitive NCAA Division III program that sponsors the following varsity-level sports: women’s cross country, indoor and outdoor track and field, soccer, volleyball, basketball, tennis, and softball; and men’s cross country, indoor and outdoor track and field, soccer, basketball, baseball, tennis, and golf. These teams compete as a member of the St. Louis Intercollegiate Athletic Conference (SLIAC) with the opportunity to compete for NCAA Division III championships.

Webster University has won the SLIAC All-Sports Trophy 18 of the last 21 years as the top overall competitor in the conference. Additionally, a competitive cheer team is offered under athletics. Participation is encouraged from full-time undergraduate students or graduate students who meet the eligibility requirements of the NCAA and Webster University.
Key Dates from the Academic Calendar

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

For programs in:

College of Arts & Sciences DNAP, MA, MS
Leigh Gerdine College of Fine Arts MFA, MM
School of Communications MA, MS
Walker School of Business & Technology DMgt, MA, MBA, MHA, MPA, MS

Summer 2020
- May 25 - July 24
- August 1: Summer Graduation Date

Fall 2020
- August 17: Fall 1 classes start
- October 16: Fall 1 classes end
- October 17: Fall 1 Graduation Date
- October 19: Fall 2 classes start
- December 18: Fall 2 classes end
- December 19: Fall 2 Graduation Date

Spring 2021
- January 4: Spring 1 classes start
- March 5: Spring 1 classes end
- March 6: Spring 1 Graduation Date
- March 15: Spring 2 classes start
- May 8: Commencement Ceremony
- May 14: Spring 2 classes end
- May 15: Spring 2 Graduation Date

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.

International Campuses

Summer 2020
- Athens: May 25 - June 19
- China - Chengdu: June 7 - August 2
- China - Shanghai: June 6 - August 1
- Geneva: May 18 - July 10
- Ghana: May 25 - July 24
- Leiden: May 25 - July 24
- Thailand: May 25 - July 24
- Uzbekistan: May 25 - July 24
- Vienna: May 25 - June 26 (5-week Summer); May 25 - July 24 (9-week Summer)

Fall 2020

Fall 1 Session
- Athens: August 24 - October 16
- China - Chengdu: August 9 - October 11
- China - Shanghai: August 15 - October 17
- Geneva: August 24 - October 16
- Ghana: August 17 - October 16
- Leiden: August 17 - October 16
- Thailand: August 17 - October 16
- Uzbekistan: August 17 - October 16
- Vienna: August 17 - October 16

Fall 2 Session
- Athens: October 26 - December 18
- China - Chengdu: November 1 - December 27
- China - Shanghai: October 24 - December 19
- Geneva: October 26 - December 18
- Ghana: October 19 - December 18
- Leiden: October 19 - December 18
- Thailand: October 19 - December 18
- Uzbekistan: October 19 - December 18
- Vienna: October 19 - December 18

Spring 2021

Spring 1 Session
- Athens: January 11 - March 5
- China - Chengdu: January 10 - March 21
- China - Shanghai: January 9 - March 20
- Geneva: January 11 - March 5
- Ghana: January 4 - March 5
- Leiden: January 4 - March 5
- Thailand: January 4 - March 5
- Uzbekistan: January 4 - March 5
- Vienna: January 4 - March 5

Spring 2 Session
- Athens: March 8 - April 29
- China - Chengdu: April 4 - May 23
- China - Shanghai: March 27 - May 22
- Geneva: March 15 - May 7
- Ghana: March 15 - May 7
- Leiden: March 15 - May 14
- Thailand: March 15 - May 14
- Uzbekistan: March 15 - May 14
- Vienna: March 15 - May 14

Holiday Schedule
- May 25, 2020: Memorial Day*
- July 3, 2020: U.S. Independence Day*
Key Dates from the Academic Calendar

- **September 7, 2020**: Labor Day*
- **November 11, 2020**: Veterans Day**
- **November 26, 2020**: Thanksgiving Day*
- **November 27, 2020**: Thanksgiving Friday*
- **December 24, 2020 - January 1, 2021**: Winter Holiday
- **January 18, 2021**: Martin Luther King, Jr. Day*

*Only U.S. on-ground courses do not meet on these dates.

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

International campuses have varied holiday schedules to reflect the local customs and national holidays.

For more detailed information, including registration dates and drop and withdrawal deadlines, consult the full Academic Calendar at www.webster.edu/academics/academic-calendar/.
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.

Core Values

Students
By sustaining a personalized approach to a global, student-centered 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 and Inclusion
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

Accreditation

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

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

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

General Data Protection Regulations (GDPR)

Webster University takes seriously the new General Data Protection Regulations (GDPR) that will affect our students and employees who are EU residents and/or citizens. Please be aware that all personal data you provide is subject to our privacy policy which can be found at www.webster.edu/gdpr.

Licenses/Approvals and Specialized Accreditation

Online Licensure

Missouri participates in SARA which creates a system of reciprocity for the oversight of distance education. The following student complaint process is in effect with this system.

- Students with a complaint must first attempt to resolve the issue at the school by completing the school’s complaint process. Exhaustion of all informal and formal institutional processes, including both campus processes and any applicable system processes, is a prerequisite to filing any formal complaint with the Missouri Department of Higher Education & Workforce Development. (MDHEWD)
- If dissatisfied with the resolution of the grievance, the student may contact the department by calling (573) 751-2361 and selecting option 2.
- The student will be directed to submit the complaint in writing, using a complaint form provided by the MDHEWD. It may be mailed or faxed to the department and must include supporting documentation. If there is no indication institutional remedies have been exhausted, the complaint will be returned for that purpose. Complaints that fall within the jurisdiction of the department will be investigated and resolved as appropriate by the relevant unit of the MDHEWD. All parties to the complaint will be notified of its resolution by mail.

State Licensures

Arizona

The campus at Luke Air Force Base is licensed by the Arizona State Board for Private Postsecondary Education.

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 Arizona will receive a refund on tuition as dictated by the following State requirements:

<table>
<thead>
<tr>
<th>Date</th>
<th>9 weeks</th>
<th>8 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Withdraw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Week 3</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Week 4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Week 5</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 6</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 7</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 8</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 9</td>
<td>0%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

If a complaint or grievance cannot be resolved after exhausting the institution’s grievance procedure, located in the Student Handbook, the student may file a complaint with the Arizona State Board of Private Postsecondary Education. The student must contact the State Board for further details.

Arizona State Board for Private Postsecondary Education
1740 West Adams Street, Suite 3008
Phoenix, AZ 85007
Phone: 602-542-5715
www.azppse.gov

Arkansas

Campuses at Little Rock, Little Rock Air Force Base, and Northwest Arkansas 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 §§6-61-301. 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

Webster University is a private institution approved to operate by the California Bureau for Private Postsecondary Education, with campuses at Irvine and Los Angeles Air Force Base. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. All programs offered at these campuses are instructed in English.

"Notice of Student Rights" in California—You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever
is later, as described in the Notice of Cancellation form that will be given to you. After the end of the cancelation period, you also have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current program period in your program through the last day of attendance. Read the Notice of Cancellation form for any explanation of your cancellation rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample copy.

After the end of the cancelation 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.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, by telephone at 888-370-7589 or by fax at 916-263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website www.bppe.ca.gov. While students are encouraged to use Webster University internal complaint processes first for grievances, it is not required and students may contact the Bureau at any time.

California students have the right to cancel their agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancelation period, California students also have the right to receive a pro rata refund if they have completed 60 percent or less of the scheduled days in the current program period in their program through the last day of attendance.

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 refund on tuition as dictated by the following State requirements:

<table>
<thead>
<tr>
<th>Date</th>
<th>Refund Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>100%</td>
</tr>
<tr>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>89%</td>
</tr>
<tr>
<td>Week 3</td>
<td>78%</td>
</tr>
<tr>
<td>Week 4</td>
<td>67%</td>
</tr>
<tr>
<td>Week 5</td>
<td>56%</td>
</tr>
<tr>
<td>Week 6</td>
<td>44%</td>
</tr>
<tr>
<td>Week 7</td>
<td>0%</td>
</tr>
<tr>
<td>Week 8</td>
<td>0%</td>
</tr>
<tr>
<td>Week 9</td>
<td>0%</td>
</tr>
</tbody>
</table>

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that document the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916-431-6959 or 888-370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.
However, no claim can be paid to any student without a social security number or taxpayer identification number.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Webster University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some of all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Webster University to determine if your credits, degree or certificate will transfer.

For more information on the transferability of credits into Webster University, please refer to the Transfer Credit policies, found within the Academic Policies section of this catalog.

Colorado

Campuses at Colorado Springs and at Peterson Air Force Base are authorized to offer master's degrees by the Colorado Commission on Higher Education.

District of Columbia

The campus at Bolling Air Force Base in Washington, D.C., is licensed by the District of Columbia Educational Institution Licensure Commission.

Florida

The corporate name for Webster University in Florida is Webster University Incorporated. Campuses at Jacksonville Metropolitan, Naval Air Station Jacksonville, Lakeland Metropolitan, Melbourne Metropolitan, Ocala Metropolitan, Orlando Metropolitan and Tampa Bay/St. Petersburg Metropolitan 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
Phone: 888-224-6684 (Toll free)
850-245-5200

Georgia

Campuses at Fort Gordon, Fort Stewart, and Hunter Army Airfield are authorized by Georgia’s Nonpublic Postsecondary Education Commission.

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 Georgia will receive a refund on tuition as dictated by the following State requirements:

<table>
<thead>
<tr>
<th>Refund Schedule</th>
<th>Class Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>9 weeks</td>
</tr>
<tr>
<td>Drop</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>100%</td>
</tr>
<tr>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>100%</td>
</tr>
<tr>
<td>Week 3</td>
<td>50%</td>
</tr>
<tr>
<td>Week 4</td>
<td>50%</td>
</tr>
<tr>
<td>Week 5</td>
<td>50%</td>
</tr>
<tr>
<td>Week 6</td>
<td>0%</td>
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<tr>
<td>Week 7</td>
<td>0%</td>
</tr>
<tr>
<td>Week 8</td>
<td>0%</td>
</tr>
<tr>
<td>Week 9</td>
<td>0%</td>
</tr>
</tbody>
</table>

In accordance with the requirements set forth by Georgia’s Nonpublic Postsecondary Education Commission (GNPEC), any monies paid by a Georgia resident to a Webster University representative will be refunded to the student if he/she requests the same within three (3) business days of signing an enrollment contract with the university. If no enrollment contract is signed, and if requested by the student, any monies paid will be refunded to the student if he/she requests the same within three (3) business days after making a payment. Webster University’s Grievance Policy & Procedures are available online at http://www.webster.edu/student-handbook/grievance.html. Students have the right of appeal of the final institutional decision to Georgia’s Nonpublic Postsecondary Education Commission at:

Non-Public Postsecondary Education Commission
2082 East Exchange Place Suite 220
Tucker, Georgia 30084-5305
Phone: 770-414-3300
Fax: 770-414-3309
Office hours: 8:30-4:30 (Monday to Friday)
https://gnpec.georgia.gov/

Illinois

Campuses at Great Lakes Naval Base and Scott Air Force Base are approved by the Illinois Board of Higher Education.

Kansas

The campus at Kansas City, MO is approved by the Kansas Board of Regents.

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
Phone: 785-430-4240

It is the mutual goal of the Kansas Board of Regents and the certified institutions to provide quality educational training and programs. When problems arise, students should make every attempt to find a fair and reasonable solution by taking the steps outlined in the complaint process.

Institutions exclusively delivering programs on property that is not jurisdictionally within or regulated by the state, such as schools located on federal military bases, are not covered by Kansas statutes and regulations. Campuses at Fort Leavenworth and at McConnell Air Force Base operate under the regulations set forth in their respective Memoranda of Understanding (MOU) with the base authorities.

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 Kansas will receive a refund on tuition as dictated by the following State requirements:

<table>
<thead>
<tr>
<th>Refund Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Length</strong></td>
</tr>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Drop</strong></td>
</tr>
<tr>
<td>Week 1</td>
</tr>
<tr>
<td><strong>Withdrawal</strong></td>
</tr>
<tr>
<td>Week 2</td>
</tr>
<tr>
<td>Week 3</td>
</tr>
<tr>
<td>Week 4</td>
</tr>
<tr>
<td>Week 5</td>
</tr>
<tr>
<td>Week 6</td>
</tr>
<tr>
<td>Week 7</td>
</tr>
<tr>
<td>Week 8</td>
</tr>
<tr>
<td>Week 9</td>
</tr>
</tbody>
</table>

**Kentucky**

The campus at Louisville is licensed by the Kentucky Council on Postsecondary Education.

Kentucky Council on Postsecondary Education
100 Airport Road, 2nd Floor
Frankfort, KY 40601

**Maryland**

Campuses at the Southern Maryland Higher Education Center and at Andrews Air Force Base are authorized by the Maryland Higher Education Commission.

**Missouri**

Campuses at Webster Groves, Gateway (Downtown St. Louis), Westport, WingHaven, Fort Leonard Wood, Kansas City, and Rolla are authorized by the Missouri Department of Higher Education.

**North Carolina**

Campuses at Fort Bragg and at Camp Lejeune are approved by the Board of Governors of the University of North Carolina.

Webster is required to complete an annual report and is subject to annual reviews.

University of North Carolina General Administration
910 Raleigh Road

P.O. Box 2688
Chapel Hill, NC 27515
Phone: 919-962-1000
www.northcarolina.edu

**Oklahoma**

Campuses at Fort Sill and Tinker Air Force Base are approved to operate educational programs beyond secondary education by the Oklahoma State Regents for Higher Education.

**South Carolina**

Campuses at Charleston, Columbia, Greenville, and Myrtle Beach are licensed by the South Carolina Commission on Higher Education.

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

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

Institutions that offer programs and courses on federal military installations are exempt from CHE approval; the campuses at Joint Base Charleston, Beaufort Naval Hospital, Fort Jackson, and Shaw Air Force Base operate through Memoranda of Understanding (MOU) with their respective base authorities.

**Tennessee**

The campus at Memphis Naval Support Activity 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.

If a complaint or grievance cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Tennessee Higher Education Commission. The student must contact the Commission for further details.

**Texas**

The metropolitan campus at San Antonio is approved by the Texas Higher Education Coordinator Board. Military campuses at Fort Bliss, Fort Sam Houston, Lackland Air Force Base, and Randolph Air Force Base are on federal property and operate through Memoranda of Understanding (MOU) with their respective base authorities.

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 Texas will receive a refund on tuition as dictated by the following State requirements:
Refund Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Length</th>
<th>Drop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>9 weeks</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Week 3</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Week 4</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Week 5</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 6</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 7</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 8</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 9</td>
<td>0%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Utah

The campus at Hill Air Force Base is located on federal property and operates through a Memorandum of Understanding (MOU) with the base authorities.

Virginia

Campuses at Fort Belvoir and at Joint Base Myer/Henderson Hall are approved 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
Phone: 804-225-2600

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov.

Specialized Accreditations

- Business and Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- Webster University is designated as a National Center of Academic Excellence in Cyber Defense Education.
- Webster University has been accredited by the National Association of Schools of Music since 1952.
- Nursing programs and degrees are accredited by the Accreditation Commission for Education in Nursing (ACEN). Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road, Suite 850 Atlanta, GA 30326 404-975-5000 www.acenursing.org
- The nursing anesthesia program is accredited by the Council of Accreditation (COA) of nurse anesthesia educational programs.
- Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).
- Webster University is registered for state teachers’ certificates by the Department of Education of the State of Missouri.
- MA in Early Childhood Education and MAT in Early Childhood Education programs received recognition from the National Association for the Education of Young Children (NAEYC).
- MA in Reading received recognition from the International Reading Association (IRA).
- MA in Teaching English as a Second Language received recognition from the Teachers of English to Speakers of Other Languages (TESOL).
- EdS in Educational Leadership, online and face-to-face programs, received recognition from the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Education Administration (NPBEA).
- EdS in School Systems, Superintendentcy and Leadership received recognition from the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Education Administration (NPBEA).
- Only the St. Louis campus’ legal studies in BA, MA and paralegal certificates are approved by the American Bar Association (ABA).
- The MA in Counseling with an Emphasis in Clinical Mental Health Counseling, available at the home campus in St. Louis, Missouri and the South Carolina campuses in Charleston, Myrtle Beach and Columbia, is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- Webster University is registered as an Approved Continuing Education Partner (ACEP) with the National Board for Certified Counselors, Inc (NBCC).
- State Authorization Reciprocity Agreement (SARA).

International Accreditation and Recognitions

- China: The Webster University MBA program, offered in partnership with the Shanghai University of Finance and Economics (SUFE) and the University of Electronic Science and Technology of China (UESTC), is officially recognized by the Ministry of Education in China.
- Ghana: Webster University Ghana is fully accredited by the National Accreditation Board of Ghana.
- Greece: Webster University, through its Athens Campus, Webster Athens, has been accredited/licensed by the Ministry of Education, Research and Religious Affairs of the Hellenic Republic to operate in Hellas [Greece] under permit 127051/K1/01.08.2016 [Government Gazette 2585/ B/22.08.2016].
- Thailand: Webster University in Thailand is accredited as a private university by the Thailand Ministry of Education under Thai law.
- Austria: Webster University in Vienna is accredited by the Austrian Ministry for Science and Research as a private university under Austrian law.
- The Netherlands: Selected Webster University programs in the Netherlands are accredited by the Netherlands-Flemish Accreditation Agency (NVAO). Webster 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
- ASIS International
- Association of American College and University Programs in Switzerland
- Association of American Colleges and Universities (AAC&U)
- Association of Theatre in Higher Education
- College Art Consortium
- College Board
- College Consortium for International Studies
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- 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
- Society for Human Resource Management

Webster University has a signed Department of Defense (DoD) Voluntary Partnership Education Memorandum of Understanding (MOU), showing the commitment and value that Webster University places on the school's relationship with the military and providing military members with high quality educational services. 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.

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

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

## Tuition and Fees

The tuition rates listed below are for the 2020-2021 academic year and are subject to change. Due to different degree completion lengths, students requiring a schedule of total charges for a period of attendance and an estimated schedule of total charges (institutional and noninstitutional) for their educational program may request an individualized report through the Office of Admission during their admission process.

### Tuition (per credit hour) for MA, MS, MSN, MBA, MHA, MFA, MPA, MM*

<table>
<thead>
<tr>
<th>Location</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Louis area campuses</td>
<td>$750</td>
</tr>
<tr>
<td>California metropolitan campuses</td>
<td>$780</td>
</tr>
<tr>
<td>Other metropolitan campuses</td>
<td>$645</td>
</tr>
<tr>
<td>English as a Second Language (ESL classes)</td>
<td>$360</td>
</tr>
<tr>
<td>Online courses</td>
<td>$780</td>
</tr>
</tbody>
</table>

* Excludes School of Education students

### Tuition for Military (Active Duty Military, Reserve and National Guard) (per credit hour)*

<table>
<thead>
<tr>
<th>Location</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan locations</td>
<td>$380</td>
</tr>
<tr>
<td>Military locations</td>
<td>$380</td>
</tr>
<tr>
<td>Online courses</td>
<td>$470</td>
</tr>
<tr>
<td>Civilian students (including veterans on military bases)**†</td>
<td>$645</td>
</tr>
</tbody>
</table>

* Except doctoral students and other specialized degree programs.

** Federal employees, Government contractors on the installation and dependents of Active Duty Military, National Guard and Reserve who enroll in on-base, in-classroom courses are eligible for Webster University's USA Scholarship.

† Qualified First Responders are eligible for Webster University's First Responder Scholarship. For the purposes of the First Responder Scholarship, First Responders are defined as State and Local Police Officers and Sheriffs, Firefighters, EMTs/Paramedics, and Registered Nurses and Physicians working in emergency room settings. Additional guidance is available on the Office of Military Affairs website.

### Additional Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$15</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>Varies</td>
</tr>
</tbody>
</table>

NOTE: Courses in various academic programs sometimes require expendable supplies or services, and in these cases the student may be billed a class fee for such costs.

## School of Education Graduate Alumni Discount

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

## Payment Requirements

Payment and/or payment arrangements are required at registration. 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)
- Deferred payment plan
- Payment in full
Some 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.

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

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

Advance deposit payments are non-refundable unless otherwise stated for specific academic programs. Non-refundable tuition deposits will be forfeited when a student withdraws from their academic program.

Tuition Refunds

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

The student tuition refund rates apply when a student drops or withdraws from a course in accordance with University enrollment policies and the refund has been approved. Tuition waivers for dropped courses are automatic; the charges are expunged from the student’s account. Tuition refunds for withdrawals are made automatically, based on the date of withdrawal, as authorized by the University official who signs the withdrawal form. Account adjustments shall be made within 30 days of the date that the institution has determined that a tuition refund is due to a student.

If you have been awarded financial aid contact the Office of Financial Aid to determine the effect that dropping or withdrawing from class will have on your aid eligibility.

Students attending on-campus classes in Arizona, California, Georgia, Kansas and Texas will receive a refund on tuition if the student withdraws from the course by the University official who signs the withdrawal form. Account adjustments shall be made within 30 days of the date that the institution has determined that a tuition refund is due to a student.

Late Refund Request

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

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

Financial Aid

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

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid funds.

Cost of Attendance
An important part of determining a student's eligibility for financial aid is calculating a Cost of Attendance. In accordance with federal regulations, Webster University has developed a Cost of Attendance (i.e., budget) for anticipated expenses a student may incur during the current school year. These expenses include tuition, room, board, books and supplies, travel and personal. Room and board can refer to either on campus or off-campus living expenses, depending upon a student’s response on the FAFSA. Expenses are also considered for students who live at home with parents or relatives. Travel expenses include items such as gasoline, vehicle maintenance and insurance. Personal expenses include laundry, clothing and entertainment. Many of the elements in the Cost of Attendance are estimates, so it is possible for a student to spend more or less than anticipated during any given year.

Federal Financial Aid Student Eligibility
To be eligible for federal financial aid, also referred to as Title IV funds, a valid Free Application for Federal Student Aid (FAFSA) is required.

Gift Aid
Scholarships awarded directly to the student from outside sources are added to the award, becoming part of the total package of aid. The amount of the private award can impact eligibility in other programs as can the criteria of the program itself. It is important for all students to provide information regarding the selection and renewal (if applicable) criteria, the amount, and the anticipated disbursement date for any outside scholarship or grant awarded to them to the Financial Aid Office as soon as possible to insure any impact on other aid or charges can be determined.

Self-Help Aid
Student loans (repaid with interest after leaving the University or enrolled less than half-time) may reduce both direct (tuition, fees, campus residence, books) and indirect costs (living expenses, transportation, day care).

Federal loans allow students to defer payment until after leaving the University or dropping below half-time enrollment. There are also privately funded alternative loan programs designed to supplement institutionally administered federal loan programs. These are not federally insured and may or may not carry a higher, variable interest rate, may require a credit worthy cosigner with a favorable credit history.

For students working on a graduate degree, the only available aid are the federal and private loan programs. There are maximum allowable loan levels from the Federal Stafford Direct Student Loan Programs for required graduate course work to complete the degree. Any money borrowed for prior degree(s) would be deducted from the ceiling to determine loan funds still available. Students will receive notification of funding eligibility per year and the criteria to receive and maintain that funding.

Satisfactory Academic Progress
According to the United States Department of Education regulations, all students applying for federal and/or state financial assistance must maintain satisfactory progress in their course of study to receive these funds. These standards stipulate, but are not limited to, maintaining acceptable grades, completing a sufficient number of credit hours per semester, and completing a degree within a reasonable time frame. A student who does not meet these standards is not eligible to receive federal, state, and/or institutional financial aid. All semesters of attendance are considered for satisfactory progress regardless of whether the student received aid. Adherence to the following standards will be necessary for continued financial aid eligibility. A student must be making academic progress regardless of whether the student had previously received aid. Before aid is disbursed, a student's progress will be evaluated annually after spring semester grades are recorded. Any student who has not previously received financial aid may not be notified of their status until they apply for financial aid.

Satisfactory Academic Progress is determined by:

* Qualitative Measurement (GPA)
  * Students must maintain a 2.0 cumulative grade point average based upon institutional hours attempted to remain in good standing.
* Quantitative Measurement: Pace of Progression (Credit Hours)

Students must complete attempted hours according to the following:

* Completion of 67% of cumulative hours attempted (i.e., a student attempts 15 hours and must complete 10 hours).
* Course grades of "I", "WF", "W", or "F" are considered as attempted and not completed.
* Course grade of Credit/No Credit, will be counted in the total number of attempted hours. If the course is successfully completed, the credits are added to the total number of earned credit hours but the Credit grade is not included in the GPA calculation. Receiving a grade of No Credit in a course of this type will negatively impact the progression and GPA requirement.
* Courses completed at Webster University as well as courses transferred and accepted by Webster University are considered in the Pace of Progression completion rate.
* Once a student completes the coursework for a class in which they had previously earned a grade of "I", they must notify the Financial Aid Office of the completion and the financial aid status will be reviewed and updated.

Maximum Time-Frame
Degree requirements must be completed within a specific time frame. The maximum time frame for a Graduate Degree at Webster University is 150% of required credit hours (i.e., 36 credit hours x 150% = 54 credit hours) to complete the degree. Hours earned at Webster as well as hours transferred and accepted by Webster are considered in this time frame. Any student who has
exceeded the maximum time frame and/or who mathematically cannot finish the program within this period will be considered ineligible for financial aid. Webster University understands students may change their educational goals and programs of study. These students may appeal for reevaluation of their status.

Satisfactory Academic Progress Monitoring

Students are reviewed for Qualitative Measurement, Pace of Progression, and Maximum Time-Frame annually at the end of each Spring semester. Students who are on academic plan probation will be evaluated at the end of each semester (Summer, Fall, Spring).

Suspension/Academic Plan Probation Status

A student will be placed on Financial Aid Suspension if:

- The cumulative GPA is less than the stated requirement in the Qualitative Measurement section.

and/or

- The student has not successfully completed the minimum 67% of attempted hours including transferred hours.

A student placed on financial aid suspension will lose eligibility to receive financial assistance. Students will receive a notice in writing of their suspension status from the Financial Aid Office.

Non-Satisfactory Progress Appeal

A student who has been suspended from financial aid may complete and submit a Non-Satisfactory Progress Appeal Form (available online or in the Financial Aid Office) for reinstatement of financial aid within thirty (30) days of notification, if there are extenuating or mitigating circumstances contributing to their inability to meet the requirements. Students may appeal for one of the following reasons:

- The death of a relative to the student.
- Severe injury or illness of the student.
- Other extenuating circumstances which may include but are not limited to:
  - Severe illness of a relative for whom the student has custodial responsibility.
  - Emergency situations such as fire or flood.
  - Military reassignment, required job shift change, or job transfer preventing the student from completing a semester.
  - Separation or divorce.

Such an appeal must be accompanied by supporting documents and be submitted to the Financial Aid Office who will forward the appeal to the Satisfactory Academic Progress Appeals Committee.

A student placed on a Financial Aid Academic Plan Probation:

- Will be reviewed at the end of each semester for continued eligibility.
- Must achieve a Qualitative Measurement (GPA listed above) and Pace of Progression (67% of attempted hours completed) each semester.
- Will lose all financial aid eligibility in future semesters and be placed on Financial Aid Suspension if either or both measurements are not achieved with no opportunity for appeal.

Reinstatement

A student who has been suspended from financial aid for academic reasons and has not had an appeal accepted may be eligible for reinstatement if they enroll in courses at their own expense and meets the criteria listed for cumulative Satisfactory Academic Progress. Students must notify the Office of Financial Aid by submitting another Non-Satisfactory Progress Appeal Form.

The Webster University Financial Aid Office will attempt to notify, in writing, any student currently receiving financial aid who is placed on Financial Aid Suspension. However, failure to receive such notification does not relieve the student of the requirement to read, understand and follow the Satisfactory Academic Progress Requirements for Financial Aid Recipients.

University Withdrawal

If a student fully withdraws from the university, the Bursar Office may adjust their charges based upon their withdrawal date and the Webster University Refund Policy. For the university refund policy, refer to the University Business Office website.

Regardless of any adjustment to a student's charges, if the student fully withdraws from the university, financial aid may be adjusted based on the percentage of the semester completed before withdrawal. In some cases, Federal Return of Title IV Funds regulations may require that aid be returned to the federal government for students who withdraw from Webster University before 60 percent of a term has been completed. Financial aid is awarded for the entire term and if a student withdraws prior to the end of a term, then the Return of Title IV Fund rules will determine how much financial aid has been earned.

The student can keep the earned amount for the term, but the unearned portion must be immediately returned to the federal government. In some situations, this will leave the student with a balance owed to the university. A student should contact the Financial Aid Office before withdrawing from a course or term to understand the effects this action may cause to financial aid eligibility.

Graduate Assistantships

A limited number of graduate assistantships are available. Assistantships may include a monthly stipend and tuition remission benefits. Please contact the office of your degree program for availability, remunerations and application deadlines.

Veterans' Educational Benefits

Webster University degree and certificate programs are approved for veterans' educational benefits in compliance with prescribed regulations by special approval agencies in each state and for each foreign country where the University offers programs. Questions about eligibility can be directed to the Vets Success on Campus (VSOC) office.

The regional VA office will be notified of the date on which a student officially ceases attendance if veterans' educational benefits apply. Except under extenuating circumstances, students receiving VA benefits who withdraw from a course will be reported to the VA offices as making unsatisfactory progress.

Records of progress are kept by the institution on both veteran and non-veteran students. Progress records are furnished to all students at the end of each scheduled term. The policy and regulations regarding student standards of progress for graduation are detailed under Grading System in the Academic Policies section of this catalog. Additional information may be obtained from the Office of the Registrar at the St. Louis home campus.

Veterans who provide Webster University with a certificate of eligibility for entitlement to educational assistance from the VA
under chapter 31 or 33 will be allowed to access classes, libraries or other institutional facilities even if payment from the VA is delayed. Students will not need to seek additional funding or incur late fees due to a delayed disbursement.

Any conduct that is detrimental to the school and/or other students will result in the termination of VA educational benefits. The Satisfactory Academic Progress Policy for financial aid also applies to VA educational benefits.
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 Wing Haven. In the continental United States, Webster University has campuses in 18 states and in the District of Columbia. Internationally, the University has campuses in Austria, China, Ghana, Greece, The Netherlands, Switzerland, Thailand and Uzbekistan. Webster also offers many of its programs online.

Not all degrees and majors are offered at every Webster University location. Campus offerings listed below are accurate as of June 1, 2020. Please see individual campus websites or Webster’s Program Finder for current offerings. A schedule of courses for the academic year is available online and at all Webster University locations that offer degree programs.

*Campuses marked with this symbol are U.S. campuses that are approved to enroll international graduate students. For further information, please consult Application for International Students under the Admission section of this catalog.

*Campuses marked with this symbol are located on military bases. Students may be required to produce U.S. government issued picture identification to enter the base. It is recommended that new international students coming from abroad who do not have U.S. government issued picture identification not be admitted to these campuses. Only current international students who have U.S. government issued picture identification should be admitted to these campuses.

### United States Campuses

Please see the Accreditation and Memberships section of this catalog to view State Licensures and Specialized Accreditations information.

**Arizona**

Luke Air Force Base\(^\text{^}\)  
P.O. Box 726  
Litchfield Park, AZ 85340  
Ph: (623) 536-6880  
Fax: (623) 536-6882  
luke@webster.edu

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

**Arkansas**

Little Rock Air Force Base\(^\text{^}\)  
1490 Vanderberg Blvd., Room 109  
Jacksonville, AR 72099  
Ph: (501) 988-5331  
Fax: (501) 988-1571  
littlerockafb@webster.edu

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

**California**

Webster University provides graduate level studies at its two locations in the State of California. Both locations have dedicated classrooms, computer labs, student learning spaces and administrative offices. The locations are overseen by directors who can provide detailed campus information at the local level. Webster University does not have dormitory facilities under its control and we do not provide assistance to the student in finding housing. The availability of housing near the institution is favorable with the average cost of a home in the area at around $715,000 and rent for a 1-bedroom apartment at approximately $1,800 per month.

Irvine Metropolitan\(^\text{*}\)  
32 Discovery, Suite 250  
Irvine, CA 92618  
Ph: (949) 450-9066  
Fax: (949) 450-9004  
irvine@webster.edu

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

Los Angeles Air Force Base\(^\text{^}\)  
61 FSS/FSDE  
483 N. Aviation Blvd.  
Bldg. 272, Rm. C2-207  
El Segundo, CA 90245  
Ph: (310) 607-8005  
Fax: (310) 607-8008

**Programs offered:**  
- Cybersecurity (MS)  
- Cybersecurity - Threat Detection (Certificate)  
- Human Resources Management (MA)  
- Latino Communication Leadership (Certificate)  
- Latino Media (Certificate)  
- Management and Leadership (MA)  
- Master of Business Administration (MBA)
Campus Locations and Offerings

Los Angeles

Los Angeles@webster.edu

Programs offered:
- Business and Organizational Security Management (MA)
- Cybersecurity (MS)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)

Colorado

Colorado Springs Metropolitan*
5475 Tech Center Drive, Suite 110
Colorado Springs, CO 80919
Ph: (719) 590-7340
Fax: (719) 590-7343
coloradosprings@webster.edu

Programs offered:
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Finance (MS)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)
- Remote Sensing Analysis and Geospatial Information System (GIS) (Certificate)
- Space Systems Operations Management (MS)

Peterson Air Force Base^
201 W. Stewart Ave.
Suite 106
Peterson AFB, CO 80914
Ph: (719) 574-7562
Fax: (719) 574-2333
petersonafb@webster.edu

Programs offered:
- Cybersecurity (MS)
- Government Contracting (Certificate)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Organizational Development (MA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)
- Remote Sensing Analysis and Geospatial Information System (GIS) (Certificate)
- Space Systems Operations Management (MS)

District of Columbia

Joint Base Anacostia-Bolling/Bolling AFB**^  
112 Brookley Avenue  
Washington, DC 20032-8171  
Ph: (202) 552-0075  
Fax: (202) 561-7263  
bolling@webster.edu

Programs offered:
- Business and Organizational Security Management (MA)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)

Florida

Webster University provides graduate level studies at its seven locations in the State of Florida. All locations have dedicated classrooms, computer labs, student learning spaces and administrative offices. The locations are overseen by directors who can provide detailed campus information at the local level. Webster University does not provide student housing in the State of Florida, nor does it find or assist a student in finding housing.

Jacksonville Metropolitan*
10407 Centurion Parkway N., Suite 210
Jacksonville, FL 32256
Ph: (904) 268-3037
Fax: (904) 262-1459
jacksonville@webster.edu

Programs offered:
- Counseling (MA)
- Criminal Justice (MS)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Educational Leadership (EdS)
- Finance (MS)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- National Security Studies (MA)
- Project Management (Certificate)

Jacksonville Naval Air Station^  
Navy Campus Ed Center Bldg. 110,  
Box 137 Naval Air Station  
Jacksonville, FL 32212-5000  
Ph: (904) 779-7124  
Fax: (904) 779-1247  
jacksonville@webster.edu

Programs offered:
- Criminal Justice (MS)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Educational Leadership (EdS)
- Finance (MS)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- National Security Studies (MA)
- Project Management (Certificate)
Campus Locations and Offerings

Lakeland Metropolitan*
Lakeside Village
1479 Towne Center Dr., Suite 202
Lakeland, FL 33803
Ph: (863) 687-9309
Fax: (863) 687-9062
lakeland@webster.edu

Programs offered:
• Counseling (MA)
• Criminal Justice (MS)
• Cybersecurity - Threat Detection (Certificate)
• Educational Leadership (EdS)
• Government Contracting (Certificate)
• Human Resources Management (MA)
• Human Services (MA)
• Management and Leadership (MA)
• Master of Business Administration (MBA)
• Project Management (Certificate)

Melbourne Metropolitan*
5565 North Wickham Road
Melbourne, FL 32940
Ph: (321) 449-4500
Fax: (321) 454-7799
melbourne@webster.edu

Programs offered:
• Administration of Justice (Certificate)
• Business and Organizational Security Management (MA)
• Counseling (MA)
• Criminal Justice (MS)
• Cybersecurity (MS)
• Cybersecurity - Threat Detection (Certificate)
• Educational Leadership (EdS)
• Government Contracting (Certificate)
• Human Resources Development (MA)
• Human Resources Management (MA)
• Management and Leadership (MA)
• Master of Business Administration (MBA)
• Master of Health Administration (MHA)
• National Security Studies (MA)
• Project Management (Certificate)

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

Programs offered:
• Counseling (MA)
• Criminal Justice (MS)
• Cybersecurity - Threat Detection (Certificate)
• Educational Leadership (EdS)
• Government Contracting (Certificate)
• Human Resources Management (MA)
• Human Services (MA)
• Management and Leadership (MA)
• Master of Business Administration (MBA)
• Project Management (Certificate)

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

Programs offered:
• Counseling (MA)
• Criminal Justice (MS)
• Cybersecurity (MS)
• Cybersecurity - Threat Detection (Certificate)
• Educational Leadership (EdS)
• Finance (MS)
• Government Contracting (Certificate)
• Human Resources Management (MA)
• Human Services (MA)
• Information Technology Management (MA)
• Latino Communication Leadership (Certificate)
• Latino Media (Certificate)
• Management and Leadership (MA)
• Master of Business Administration (MBA)
• Master of Health Administration (MHA)
• National Security Studies (MA)
• Project Management (Certificate)

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

Programs offered:
• Counseling (MA)
• Criminal Justice (MS)
• Cybersecurity - Threat Detection (Certificate)
• Educational Leadership (EdS)
• Government Contracting (Certificate)
• Human Resources Development (MA)
• Human Resources Management (MA)
• Human Services (MA)
• Management and Leadership (MA)
• Master of Business Administration (MBA)
• Master of Health Administration (MHA)
• National Security Studies (MA)
• Project Management (Certificate)

Georgia
Fort Gordon^*^22
271 Heritage Park Lane, Building 35200
Fort Gordon, GA 30905
Ph: (706) 798-3955
fortgordon@webster.edu

Programs offered:
• Business and Organizational Security Management (MA)
• Cybersecurity (MS)
• Human Resources Management (MA)
• Information Technology Management (MA)
• Management and Leadership (MA)
• Master of Business Administration (MBA)
• Master of Health Administration (MHA)

Fort Stewart^*^22
Fort Stewart Army Education Center
Campus Locations and Offerings

100 Knowledge Dr.
Ft. Stewart, GA 31315
Ph: (912) 876-8080
Fax: (912) 876-8084
ftstewart@webster.edu

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

Hunter Army Airfield
P.O. Box 42029
Hunter AAF, GA 31409-0029
Ph: (912) 354-0033
Fax: (912) 354-0039
hunter@webster.edu

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

Illinois
Great Lakes Naval Base
Navy College Office Building 617, Room 201
2221 MacDonough Street
Great Lakes, IL 60088
Ph: (847) 578-0974
Fax: (847) 578-1358
greatlakes@webster.edu

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

Scott Air Force Base
375 FSS/FSDE
404 W. Martin St., Rm. 83
Scott AFB, IL 62225-1607
Ph: (618) 746-4747
Fax: (618) 746-2315
scott@webster.edu

Programs offered:
• Government Contracting (Certificate)
• Human Resources Development (MA)
• Information Technology Management (MA)
• International Relations (MA)
• Management and Leadership (MA)
• Procurement and Acquisitions Management (MA)

Webster University at Southwestern Illinois College
2500 Carlyle Ave.
Belleville, IL 62221-5859
Ph: (618) 746-4747
Fax: (618) 746-2315
websteratswic@webster.edu

Programs offered:
• Cybersecurity (MS)

University Center of Lake County
1200 University Center Dr.
Grayslake, IL 60030
Ph: (847) 578-0974
Fax: (847) 578-1358
greatlakes@webster.edu

Programs offered:
• Cybersecurity (MS)

Kansas
Fort Leavenworth
P.O. Box 3134
Ft. Leavenworth, KS 66027
Ph: (913) 682-1922
Fax: (913) 682-7746
fortleavenworth@webster.edu

Programs offered:
• Business and Organizational Security Management (MA)
• Criminal Justice (MS)
• Cybersecurity (MS)
• Cybersecurity - Threat Detection (Certificate)
• Government Contracting (Certificate)
• Human Resources Management (MA)
• Information Technology Management (MA)
• International Relations (MA)
• Management and Leadership (MA)
• Master of Business Administration (MBA)
• Procurement and Acquisitions Management (MA)

McConnell Air Force Base
P.O. Box 250
Andover, KS 67002
Ph: (316) 686-6841
mcconnell@webster.edu

Programs offered:
• Management and Leadership (MA)
• Master of Business Administration (MBA)

Kentucky
Louisville Metropolitan
1000 South Fourth Street
Louisville, KY 40203-3208
Ph: (502) 896-1835
Fax: (502) 896-1838
louisville@webster.edu

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

Maryland
Joint Base Andrews/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
Campus Locations and Offerings

aaft@webster.edu

Programs offered:
- Government Contracting (Certificate)
- International Relations (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)

Southern Maryland Higher Education Center*
44219 Airport Road
California, MD 20619
Ph: (301) 737-2500, ext 216
Fax: (301) 737-2542
bolling@webster.edu
SMHEC@webster.edu

Programs offered:
- Government Contracting (Certificate)
- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)

Missouri

Fort Leonard Wood*^^
4904 Constitution Avenue
Building 499, Room 20
Fort Leonard Wood, MO 65473-9125
Ph: (573) 329-6777
Fax: (573) 329-2609
ftleonardwood@webster.edu

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

Gateway Campus*
815 Olive Street, Suite 20
St. Louis, MO 63101
Ph: (314) 968-5966
Fax: (314) 621-9233
downtown@webster.edu

Programs offered:
- Business and Organizational Security Management (MA)
- Criminal Justice (MS)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Finance (MS)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Legal Studies (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Organizational Development (MA)
- Organizational Development (Certificate)
- Paralegal Studies (Certificate)
- Project Management (Certificate)

Kansas City Metropolitan*
10450 Holmes Rd, Suite 100
Kansas City, MO 64131
Ph: (816) 444-1000
Fax: (816) 444-1740
kansascity@webster.edu

Programs offered:
- Counseling (MA)
- Cybersecurity (MS)
- Education and Innovation (MA)
- Human Resources Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Sustainability and Social Equity Studies (Certificate)
- Teaching English as a Second Language (MA)

Rolla Metropolitan*
1103 Kingshighway
Rolla, MO 65401-2922
Ph: (573) 368-4569
Fax: (573) 368-5497
rolla@webster.edu

Programs offered:
- Counseling (MA)
- Human Services (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- School Counseling (MA)

St. Louis (Home Campus)*
470 East Lockwood Avenue
Webster Groves, MO 63119-3194
Ph: (314) 968-7100
Fax: (314) 968-7116
gadmit@webster.edu

Programs offered:
Unless otherwise noted, all programs listed in this catalog are offered at the St. Louis home campus.

Westport*
11885 Lackland Rd., Suite 600
Maryland Heights, MO 63146
Ph: (314) 968-5955
Fax: (314) 291-5099
westport@webster.edu

Programs offered:
- Criminal Justice (MS)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Finance (MS)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Legal Studies (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Organizational Development (MA)
- Organizational Development (Certificate)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)
- Science Management & Leadership (MS)
WingHaven*  
2229 Technology Drive, Suite 300  
O'Fallon, MO 63368-7344  
Ph: (636) 561-2400  
Fax: (636) 625-2522

Programs offered:
• Criminal Justice (MS)  
• Cybersecurity (MS)  
• Cybersecurity - Threat Detection (Certificate)  
• Educational Technology (MET)  
• Legal Studies (MA)  
• Organizational Development (MA)  
• Organizational Development (Certificate)  
• Management and Leadership (MA)  
• Master of Business Administration (MBA)  
• Robotics for STEM Educators (Certificate)

North Carolina
Camp Lejeune^  
John A. Lejeune Education Center  
Bldg. 825 Stone St., Room 115  
Camp Lejeune, NC 28547  
Ph: (910) 451-4407  
Fax: (910) 451-0952  
lejeune@webster.edu

Programs offered:
• Government Contracting (Certificate)  
• Human Resources Management (MA)  
• International Relations (MA)  
• Management and Leadership (MA)  
• Master of Business Administration (MBA)  
• Procurement and Acquisitions Management (MA)

Fort Bragg^  
P.O. Box 71728  
Fort Bragg, NC 28307  
Ph: (910) 436-9802  
Fax: (910) 436-9047  
ftbragg@webster.edu

Programs offered:
• Business and Organizational Security Management (MA)  
• Counseling (MA)  
• Government Contracting (Certificate)  
• Human Resources Management (MA)  
• Information Technology Management (MA)  
• International Relations (MA)  
• Management and Leadership (MA)  
• Master of Business Administration (MBA)  
• Procurement and Acquisitions Management (MA)

Oklahoma
Fort Sill^  
Education Services Division  
Webster University  
4700 Mow-Way Road, 5th Floor  
Fort Sill, Oklahoma 73503  
Ph: (580) 353-5766  
Fax: (580) 353-0280  
sill@webster.edu

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

South Carolina
Webster University provides graduate level studies at its four locations in the State of South Carolina. All locations have dedicated classrooms, computer labs, student learning spaces and administrative offices. The locations are overseen by directors who can provide detailed campus information at the local level. Webster University does not provide student housing in the State of South Carolina, nor does it find or assist a student in finding housing.

Charleston Metropolitan*  
4105 Faber Place Drive  
N. Charleston, SC 29405  
Ph: (843) 760-1324  
Fax: (843) 760-1153  
charleston@webster.edu

Programs offered:
• Counseling (MA)  
• Human Resources Development (MA)  
• Human Resources Management (MA)  
• Information Technology Management (MA)  
• Management and Leadership (MA)  
• Master of Business Administration (MBA)  
• Master of Health Administration (MHA)  
• Organizational Development (Certificate)  
• Procurement and Acquisitions Management (MA)

Columbia Metropolitan*  
100 Gateway Corporate Blvd.  
Columbia, SC 29203  
Ph: (803) 699-0900  
Fax: (803) 699-2488  
columbia@webster.edu

Programs offered:
• Counseling (MA)  
• Human Resources Development (MA)  
• Human Resources Management (MA)  
• Information Technology Management (MA)  
• Management and Leadership (MA)  
• Master of Business Administration (MBA)  
• Master of Health Administration (MHA)  
• Organizational Development (Certificate)  

Fort Jackson^  
P.O. Box 10328  
Fl. Jackson, SC 29207  
Ph: (803) 738-0603
Campus Locations and Offerings

Fax: (803) 738-0338
jackson@webster.edu

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

Greenville Metropolitan*
124 Verdae Drive Suite. 400
Greenville, SC 29607
Ph: (864) 676-9002
Fax: (864) 676-0601
greenville@webster.edu

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

Myrtle Beach Metropolitan*
4589 Oleander Drive
Myrtle Beach, SC 29577-5706
Ph: (843) 497-3677
Fax: (843) 497-9268
myrtlebeach@webster.edu

Programs offered:
- Counseling (MA)
- Human Resources Development (MA)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Organizational Development (Certificate)

Shaw Air Force Base^*
398 Shaw Drive, Rm. 108
Shaw AFB, SC 29152
Ph: (803) 666-2254
Fax: (803) 666-2287
shaw@webster.edu

Programs offered:
- Cybersecurity (MS)
- Government Contracting (Certificate)
- Information Technology Management (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)

Tennessee

Memphis Naval Support Activity^*
5750 Essex Street
Room 7144
Millington, TN 38054
Ph: (901) 673-1531
Fax: (901) 673-1534
memphis@webster.edu

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

Texas

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

Programs offered:
- Business and Organizational Security Management (MA)
- Counseling (MA)
- Criminal Justice (MS)
- Cybersecurity (MS)
- Educational Technology (MET)
- Government Contracting (Certificate)
- Human Resources Development (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)

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

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

Joint Base San Antonio/Lackland Air Force Base^*
1550 Wurtsmith St.
Bldg. 5725, Room 156
Lackland AFB, TX 78236-5251
Ph: (210) 674-0014
Fax: (210) 670-9035
lackland@webster.edu

Programs offered:
- Human Resources Development (MA)
- Information Technology Management (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Procurement and Acquisitions Management (MA)

Joint Base San Antonio/Randolph Air Force Base^*
Education Services Center
Building 208, 301 B Street West
Randolph AFB, TX 78150-4521
Ph: (210) 658-0707
Fax: (210) 658-6405
randolph@webster.edu
Programs offered:
- Human Resources Management (MA)
- Management and Leadership (MA)

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

Programs offered:
- Counseling (MA) with an Emphasis in Clinical Mental Health
- Cybersecurity - Threat Detection (Certificate)
- Human Resources Management (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)
- Project Management (Certificate)

Utah
Hill Air Force Base^*
7285 4th Street, Bldg. 180
Hill AFB, UT 84056-5012
Ph: (801) 779-2061
Fax: (801) 779-2062
hill@webster.edu

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

Virginia
Fort Belvoir**^*
Barden Education Center
9625 Belvoir Rd., Rm. 143
Fort Belvoir, VA 22060
Ph: (703) 781-7942
Fax: (703) 781-3834
belvoir@webster.edu

Programs offered:
- Business and Organizational Security Management (MA)
- Cybersecurity (MS)
- Cybersecurity - Threat Detection (Certificate)
- Government Contracting (Certificate)
- International Relations (MA)
- Master of Business Administration (MBA)
- Procurement and Acquisitions Management (MA)
- Public Relations (MA)

Ghana
Accra
Plot #445B Luanda Close
East Legon, Accra, Ghana
Ph: +233-30-250-7393
ghana@webster.edu

Programs offered:
- Human Resources Management (MA)
- International Relations (MA)
- Master of Business Administration (MBA)

Greece
Athens
9 Ipitou Street
Athens, Greece
GR 105 57

International
Please see the Accreditation and Memberships section of this catalog to view International Accreditation and Recognitions information.

Austria
Vienna
Palais Wenkheim, 23 Praterstrasse
1020 Vienna, Austria
Ph: (011) 431-269-92-93
Fax: (011) 431-269-92-93-13
info@webster.ac.at

Programs offered:
- Finance (MSc)**
- International Relations (MA)
- Marketing (MSc)**
- Master of Business Administration (MBA)
- Psychology with an Emphasis in Counseling Psychology (MA)

**The master of science (MS) degree is abbreviated as MSc when completed in Vienna with Austrian accreditation.
Campus Locations and Offerings

Ph: +011 30 211 9905300/9

Programs offered:
- International and Regional Security (Certificate)
- International Relations (MA)
- Master of Business Administration (MBA)
- Oil and Gas (Certificate)
- Project Management (Certificate)
- Psychology (MA) with an Emphasis in Counseling Psychology
- Teaching English as a Second Language (MA)

The Netherlands
Leiden
Boommarkt 1-2311 EA
Leiden, Netherlands
Ph: (011) 31 (0)71 516 8000

Programs offered:
- International and Nongovernmental Organizations (Certificate)
- International Relations (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)
- Psychology (MA) with an Emphasis in Counseling Psychology

Switzerland
Geneva
15, Route de Collex, CH - 1293 Bellevue
Geneva, Switzerland
Ph: (011) 41-22-959-8000
Fax: (011) 41-22-959-8013

Programs offered:
- Advanced Research (French) (Certificate)
- Communications Management (MA)
- Counseling (MA)
- Cybersecurity - Threat Detection (Certificate)
- Digital Marketing Management (Certificate)
- Health Care Management (French) (MA)
- Healthcare Leadership (French) (Certificate)
- International Development (Certificate)
- International and Nongovernmental Organizations (MA)
- International and Nongovernmental Organizations (Certificate)
- International and Regional Security (Certificate)
- International Relations (MA)
- Management and Leadership (MA)
- Master of Business Administration (MBA)

Thailand
Bangkok
Level 4 Retail Wing - Empire Tower, 195 South Sathorn Tai Road
Yannawa, Bangkok 10120, Thailand
Ph: (011) 66 (32) 456-162-8
Fax: (011) 66 (32) 456 169
admissions@webster.ac.th

Programs offered:
- International Relations (MA)
- Master of Business Administration (MBA)
- Teaching English as a Second Language (MA)

Cha-Am
Webster University Thailand
143 Moo 5, Tambon Sampraya,
Cha-Am, Petchaburi 76120
Thailand
Ph: (011) 66 (32) 456-161-8
Fax: (011) 66 (32) 456 169

Programs offered:
- Master of Business Administration (MBA)

Uzbekistan
Samarkand
Webster University at Samarkand State Institute of Foreign Languages
93 Bustonsaroy St.
Samarkand, Uzbekistan
Ph: +998 66 233 78 43

Programs offered:
- Teaching English as a Foreign Language (Certificate)
- Teaching English as a Second Language (MA)

Tashkent
Webster University Tashkent
13 Navoi Avenue
Tashkent 10011
Uzbekistan
Ph: +998 71 234 1178

Programs offered:
- Master of Business Administration (MBA)
- Media Communications (MA)
- Teaching English as a Foreign Language (Certificate)
- Teaching English as a Second Language (MA)

Online Programs
Webster University offers students unparalleled opportunities to advance their career with a distinctive blend of classroom and online degree programs.

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

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

Online students 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. Due to this dynamic environment, students can expect regular interaction and feedback on work submitted within 7 days.

WebNet+ is a new online video offering at Webster University, which is available for a limited selection of courses and programs. WebNet+ courses are synchronous, which means that students are expected to login and participate throughout the entire session through technology such as WebEx or Vidyo as well as WorldClassRoom. Programs indicated with a plus symbol (+) below are delivered via the WebNet+ method.

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

• Counseling (MA)
• Criminal Justice (MS)
• Environmental Management (MS)
• Gerontology (MA)
• Human Services (MA)
• International Relations (MA)
• Legal Studies (MA)+
• National Security Studies (MA)
• School Counseling (MA)
• Science Management and Leadership (MS)

Graduate Certificates

• Administration of Justice
• Applied Gerontology Enhancement and Specialization
• Environmental Sustainability
• Gerontology
• International and Regional Security
• Paralegal Studies+
• Science Management and Leadership

George Herbert Walker School of Business & Technology

Graduate Degrees

• Business and Organizational Security Management (MA)
• Cybersecurity (MS)
• Finance (MS)
• Human Resources Development (MA)
• Human Resources Management (MA)
• Information Technology Management (MA)
• Management and Leadership (MA)
• Marketing (MS)
• Master of Business Administration (MBA)
• Master of Public Administration (MPA)+
• Organizational Development and Change (MA)
• Procurement and Acquisitions Management (MA)
• Space System Operations Management (MS)

Graduate Certificates

• Cybersecurity - Information Assurance
• Cybersecurity - Threat Detection
• Digital Marketing Management
• Global Business - Teach Out

School of Communications

Graduate Degrees

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

School of Education

Graduate Degrees

• Communication Arts (MA)
• Education and Innovation (MA)
• Educational Leadership (EdS)
• Educational Technology (MET)
• Educational Technology Leadership (EdS)
• Multimodal Literacy for Global Impact (MA)
• School Systems, Superintendentcy and Leadership (EdS)
• Special Education (MA)
• STEM Education (MA)
• Teaching English as a Second Language (MA)

Graduate Certificate

• Applied Behavior Analysis (AGC)
• Education for Global Sustainability - Teach Out
• Leadership in Tiered Systems of Support: RTI and PBIS
• Mobile Technology in Education
• Online Teaching and Learning
• Pedagogical Coordination in the Reggio Emilia Approach
• Robotics for STEM Educators
• STEM Leadership
• Sustainability and Social Equity Studies
• Teaching English as a Foreign Language
• Teaching Globalization and History - Teach Out
• Tiered Instruction and Interventions: RTI and PBIS
Admission

General Admission Information

The University considers applications for admission on a rolling basis. Applicants are encouraged to apply at the beginning of the semester prior to which they wish to enroll. Students should apply to only one Webster campus. Applicants may contact the Admission Office to request a change in the Webster campus location of an existing application.

Contact Information for the Office of Admission

Office Location:
Webster University
470 East Lockwood Avenue
Saint Louis, MO 63119-3194
USA

Email: admit@webster.edu
Phone: 314-246-7800 or 1-800-753-6765
Fax: 314-246-7116

Applications must be completed and submitted online at webster.edu/apply. Supporting documents may be sent electronically or by regular mail to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Transcripts may be submitted electronically:
transcripts@webster.edu

Application documents submitted from outside the United States may use the following mailing address:
Webster University
40 North Rock Hill Road
Webster Groves, Missouri 63119-2242
USA
ATTN: Office of Admission

Prospective applicants to one of the University's worldwide campuses should make direct contact with the Admission Office at the campus in which they are interested. Campus addresses, phone and fax numbers, and web addresses is available at http://www.webster.edu/locations/.

Degree Seeking

Admission Criteria

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) at their baccalaureate degree granting institution 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 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 Webster University admission criteria. Consideration includes a minimum, cumulative GPA as calculated by Webster University.

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.

Additional Application Requirements by Program

Some academic programs have additional admission requirements, which are specified in their respective section of the catalog. After the application is completed, the University Admission Committee will render an admission decision.

Acceptance

Applicants should submit official transcripts to the Office of Admission at transcripts@webster.edu or the following address:

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

Note: Graduate applicants who apply and are provisionally accepted either by submitting unofficial transcripts or before completing their undergraduate degree must submit a final baccalaureate transcript indicating the degree received and the date conferred. This official transcript must be on file within eight weeks from the beginning of the student's starting term for full acceptance to the University.

To be considered official, transcripts must be received by Webster University directly from the issuing institution. If the student is to deliver transcripts, they must be in a sealed, unopened envelopes and certified with the official seal of the issuing institution. Official transcripts may also be directed electronically using an approved safe transmission by sending to transcripts@webster.edu. Official transcripts must be sent directly to the main campus in St. Louis and other documents pertaining to admission should be sent directly to the campus to which the student applied and/or currently attends. Supporting documents may also be uploaded by the student into the electronic application when applicable. A transcript uploaded by the student is not considered official.

Students interested in earning a second master's degree (sequential) must submit official transcripts showing a baccalaureate and masters degree earned.

Provisional Admission

This may be granted to students without a transcript on file whose cumulative GPA is 2.5 or higher; however an official copy of the baccalaureate degree conferred transcript must be received before any federal financial aid may be disbursed and before the student may register for classes for the second term of enrollment at Webster. Upon receipt of the official 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 baccalaureate GPA.

Provisional Conditional Admission

This may be granted to students without a transcript on file whose cumulative GPA is at least a 2.0 but below 2.5; however, an official copy of the baccalaureate degree conferred transcript must be received before any federal financial aid may be disbursed and before the student may register for classes for the second term of enrollment at Webster. Upon receipt of the official 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.
GPA. Conditionally admitted students will be limited to one course per term prior to advancement to candidacy.

Full Admission
Students whose official baccalaureate degree conferred transcript shows a cumulative GPA of at least a 2.5 on a 4.0 scale will receive a full graduate admission decision. Specialized graduate programs have other admission requirements determined by individual schools and colleges of Webster University.

Acceptance by Conditional Basis
Students whose official baccalaureate degree conferred transcript shows a cumulative GPA of at least a 2.0 but below 2.5 will be admitted under a "conditional basis" category. These students will be limited to one course per term prior to advancement to candidacy. Specialized graduate programs have other admission requirements determined by individual schools and colleges of Webster University.

Non-Academic Issues and Admission
Webster University reserves the right to deny admission based on non-academic reasons when it is believed to be in the best interest of the University. A disciplinary violation or criminal conviction may affect admission, enrollment, or course of study, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made.

Failure by the applicant to fully disclose this information on the application can result in revocation of the admission offer, dis-enrollment after matriculation, or other disciplinary action. If a student's application misrepresents any information, for any reason, admission or enrollment may be revoked.

Sequential Admission
Students who hold a master's degree from an accredited educational institution recognized by Webster University may be eligible to pursue a second master's degree in an accelerated format. This program option is not available at the Vienna campus. Art, counseling and other specialized master's degrees are excluded as sequential master's degree options.

Students must submit both their baccalaureate and master's official transcripts showing earned degrees. For full admission to a sequential program, both transcripts must reflect a 2.5 minimum cumulative Grade Point Average (on a 4.0 scale). Some programs may have higher GPA requirements. Please refer to each specific program for admission requirements. Students who have graduated from Webster University are not required to resubmit official transcripts.

Sequential Conditional Admission
Students whose official baccalaureate and master's conferred degree transcripts that show a cumulative GPA of at least a 2.0 but below 2.5 will be admitted under a conditional basis category. These students will be limited to one course per term prior to advancement to candidacy. Specialized graduate programs have other requirements determined by individual schools and colleges of Webster University.

Application by U.S. Citizens and Permanent Residents (Resident Alien Card Holders)
Students should apply online at www.webster.edu/apply. A non-refundable application fee of $50 is required.

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

Military Applicants
Military applicants should consult both their Webster University representative and ESO prior to enrollment. Members of the U.S. Army must apply for admission using the GoArmyEd portal. Applications will then be directed to the Office of Admission for entry. Applicants interested in pursuing a sequential degree must also use the portal. All documents required for admission to the degree program will apply.

In addition, the institution will inquire about previous education and trainings during the initial advising session. Transcripts will need to be requested for all prior institutions, including military training, traditional college coursework and vocational training. Please see the Transfer of Credit section for further information about the evaluation and awarding of credit.

California Applicants
As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. California Education Code (CEC) §94811 defines an ability-to-benefit (ATB) student as a student who does not have a certificate of graduation from a school providing secondary education, or a recognized equivalent of that certificate. Webster University does not serve this category of student.

Application for International Students
Webster University welcomes applications for admission from students from all countries. General information about degree seeking study at Webster University's international campuses may be found on the website by clicking on the Worldwide Campuses tab and scrolling to the International Campuses.

Application Requirements

- A completed online application for graduate admissions. 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 complete the international application online at www.webster.edu/apply.
- A non-refundable application fee of $50 is required.
- Official transcripts from the educational institution from which the student earned their first bachelors-level degree. For U.S. institutions, this means accreditation from a regional accrediting body. Non-U.S. institutions must be recognized by the Ministry of Education as a university-level provider of higher education and accredited by any appropriate agencies within the home country and any countries in which it operates and/or issues degrees. This transcript and/or diploma must show the degree received and the date conferred. Applicants previously enrolled in graduate-level coursework must submit official transcripts of that work. All official transcripts and documents in a language other than English must be accompanied by a certified English translation.
- Proof of English language proficiency. See English Language Proficiency section below for approved methods.
- A curriculum vitae (résumé) that documents prior employment and experience or an essay on a topic of the student's choice, such as a special interest, significant experience or notable achievement. Minimum 300 word count in length.

International students recruited to the U.S. will be required to pay a Tuition Deposit equivalent to a one-semester tuition charge, and only applies to tuition fees. This Tuition Deposit is non-refundable upon enrollment and forfeited if the student decides to transfer out of the University. Any forfeited Tuition Deposit will be applied to
tuition fees if the student rejoins the University within twelve (12) months from the date of their last class attendance.

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

There are two paths for submitting official transcripts for international students:

1. Request the university sends Webster University an official transcript directly in a sealed envelope.
2. If the student has attended a school or country that does not issue transcripts to other schools, and instead issues only one original certificate or mark sheet directly to the student, then the student can bring in their original, final transcript and diploma to a Webster staff member, for the staff member to verify and take certified true copies. These copies will become the official transcripts and the originals will be returned to the student.

**Additional Application Requirements**

- Additional official documentation may be required depending upon an applicant's program of interest or previous educational background. See program page for details.
- International applicants who will require a student visa must submit a photocopy of the biographical page from their passport.
- **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. Students are responsible for applying and obtaining their visa. The University will provide support and guidance during the process and will notify applicants if additional documentation is required to complete the application file. Upon receipt, the University can vouch for student status and any associated charges.

**Important:** Applicants from abroad should complete and submit all necessary documents at least four to six months before the desired entry term to allow sufficient time for accepted applicants to apply for a student visa. In addition, applicants should retain photocopies of all documents submitted to the University as these may need to be presented at the consulate/embassy when applying for the student visa.

**English Language Proficiency**

A strong command of the English language is vital to a student’s success at Webster University. International students are required to show proof of English language proficiency at point of admissions. International students who are from the following countries are exempt from submitting proof of English proficiency:

- Antigua and Barbuda
- Australia
- The Bahamas
- Barbados
- Belize
- Canada (except Quebec)
- Dominica
- Ghana
- Grenada
- Guyana
- Jamaica
- New Zealand
- St. Kitts and Nevis
- St. Lucia
- St. Vincent and the Grenadines
- Trinidad and Tobago
- United Kingdom (England, Scotland, Northern Ireland and Wales)

International student applicants normally satisfy the English language proficiency requirement by submitting official scores within the past two years of one of the approved test of academic English Language. Business English tests are not an approved method for proving language proficiency. The scores required for full graduate admission are as follows:

- TOEFL: iBT: 80
- TOEFL: PBT: 550
- IELFTS: Academic: 6.5
- Pearson: 53
- Cambridge Academic English: 176
- Password: 6.5
- GTEC: 1201
- iTEP: 3.9

Students who cannot document current evidence of English proficiency should contact the campus to which they are applying for possible on-site testing. In such cases, testing must be completed before the admission decision will be made. Webster University will refer for testing any applicant for admission about whose English language proficiency an admissions officer has concerns. All English as a Second Language (ESL) recommendations and requirements are a condition of the applicant’s admission, enrollment and/or continued enrollment at the University.

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

- St. Louis campus: 6933
- Accra campus: 5517
- Cha-Am campus: 7954
- Geneva campus: 0546
- Leiden campus: 0548
- Vienna campus: 0547

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

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

**ESL Contingent 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.
English Language Placement Testing

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.

For any other questions regarding English proficiency requirements, please contact the Office of Admission at the campus in which you are applying. Additional information on Webster's ESL program can be found at www.webster.edu/esl.

Application by Non-Degree Seeking Students

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

A student who wants to register for a course as a non-degree student must complete a non-degree application. A non-refundable, graduate application fee of $50 is required. Not all programs offer non-degree status. Non-degree seeking students are prohibited by federal regulations from receiving federal financial aid. Tuition for non-degree courses must be paid at the time of registration. Approved non-degree seeking applicants can register for classes 30 days before the start of the requested term. International students who want to apply as non-degree will also need the appropriate English proficiency criteria listed above.

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

Non-degree students should meet with an academic advisor before registering for courses since they are subject to the same prerequisite course requirements that apply to degree-seeking students. Non-degree students interested in pursuing MA in Counseling coursework should consult with the individual department admission requirements that can be found in this catalog under the Counseling program.

Admission Appeal Process

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

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

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

Technology at Webster

Webster University offers many technology solutions to support students, faculty and staff. In using technology, students are empowered to be equal partners in their academic success. Here are some examples:

Connections is a web portal that provides access to Webster’s online services such as access to Webster e-mail, wireless internet, FTP, and online course services, groups, calendars and announcements. It provides customizable content in the form of tabs, channels, and news feeds. Connections also provides access to a student’s biographical information, grades and registration services.

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 acceptance to the University.
• Regularly check their University email account for official communication from Webster University.
• Regularly check their Connections account for Webster Alerts, Personal Announcements and Campus Announcements.
• Maintain their University email account in working order (including compliance with the University’s Acceptable Use Policy and appropriately managing disk space usage).

The Student Success Portal, powered by Starfish, brings the energy of shared technology to students, faculty and staff to enhance communication across Webster’s global network. It allows for a collaborative experience to ensure student success is a priority both in and out of the classroom.

Office 365 provides access to Office applications including OneDrive (cloud storage), email, calendar, and more. Students should check their Webster University email as this is the official channel of communication to the community. While you can redirect this account to your personal email, all communications will only be sent through the webster.edu account.

For technology support, students can email the IT Service Desk at support@webster.edu or call at 314-246-5995 or toll free at 1-866-435-7270.

For all other IT policies, including the University Email Policy, Acceptable Use Policy, Wireless Network Policy, Data Encryption Policy, and other guidelines, visit: http://www.webster.edu/technology/references/.

Registration

Students should work in collaboration with their academic advisor to determine their courses and degree progression. Registration is open three times a year: for the Fall 1 and 2 terms, the Summer term and the Spring 1 and 2 terms. For specific dates, please consult the Academic Calendar.

• New graduate students are required to meet with an academic advisor to review degree requirements, create a degree plan, and coordinate initial registration.
• Current graduate students are encouraged to self-register through the Student Academic Services tab in Connections. Students may also contact an advisor for registration assistance. Some students may be required to see an advisor prior to registration.
• Course registration should be completed prior to the official term start date. For online classes, registration must be complete by the Friday prior to the official term start date. For registrations after the start of the term, refer to the Add/Drop/Withdraw Procedures section below.
• Published course schedules are subject to change.

Course Load Guidelines

Most graduate courses are 3 credit hours. 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, which is considered full-time. Students taking 1-5 credit hours per term or 1-8 credit hours per semester are considered part-time. A student must receive written authorization to enroll in more than 6 credit hours per term or more than 12 credit hours per semester. Authorization is waived if the following courses are taken with two 3-credit-hour courses in one term:

• COUN 6100/COUN 6200 Counseling Learning Practicum (1.5 hours)
• Any 5500 course offered as a 1-credit hour course

Students may request permission from their academic advisor for a credit hour overload using the following criteria:

• Students have successfully completed 12 hours toward degree program.
• Students have demonstrated academic success in full-time graduate coursework. Success is defined by earning grades of B or better in both courses in the term.
• Students are in good academic standing.
• Students are not in his/her final term.

Under the Americans with Disabilities Act (ADA), students with disabilities may be approved for an adjustment in full-time student load. Requests for a reduced load for students in the St. Louis area or students pursuing online degrees are made to the Academic ADA Coordinator or, in the Academic ADA Coordinator’s absence, the Director of the Academic Resource Center. Students attending campuses or sites outside the St. Louis area should contact their site directors or staff designees for these and other ADA requests.

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

This policy applies to all students except those studying in the School of Education. For information regarding School of Education policy on course load guidelines, please see the School of Education’s main page of the catalog.

All student athletes have academic requirements they must meet in order to be eligible for competition at Webster University. For specific requirements, refer to the Student-Athlete Handbook.

Requisite Introductory Course

Most graduate programs have a requisite introductory course typically numbered 5000. The introductory course is mandatory if the student has no academic experience in the area and must be completed prior to enrolling in other required courses in the program.

If students can demonstrate academic proficiency, a request for a waiver of the introductory requisite course may be made to the academic advisor who will seek approval. Students who are granted a waiver of the introductory 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 degree.

When students select an elective course in another major, the student should enroll in the introductory requisite course if they do not have the academic background.

A maximum of three introductory requisite courses outside a student’s declared major(s) may be applied as elective credit toward that graduate degree program.

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**Professional Seminars**

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

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**Final Capstone Course**

Most graduate majors have a required culminating course or experience, which demonstrates mastery in his/her area of study. These culminating experiences may be called a capstone course, but could also be referred to as an integrated studies course, thesis, or project and are typically listed at the 6000 level. A thesis or project, where allowed or required, may meet requirements for the capstone course. Students should consult with an academic advisor to understand their options.

Core courses in the declared major must be completed prior to the student’s enrollment in a capstone, integrated studies course, thesis or project.

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**Graduate Level Courses**

Courses numbered 5000 and above are graduate-level courses. With prior approval, a maximum of 6 credit hours of 4000 courses (with a B- or better) from Webster University can be applied to a graduate degree.

An upper-division undergraduate student may enroll in graduate courses with written permission of his or her advisor.

Undergraduate students who take 4000-level or 5000-level courses to complete an undergraduate degree may not apply these courses to meet credit-hour requirements for a graduate degree, except in approved combined or joint degree programs.

Undergraduate students taking graduate level courses are subject to graduate academic policy including transfer of credit, and academic warning, probation and dismissal.

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**Add/Drop/Withdraw Procedures**

**ADD:** Students may add a course up to the day of the first meeting of the class through their Connections account or with their academic advisor. If an exception is being requested to add a course after the first course meeting, the student must seek permission of the instructor in consultation with an academic advisor. If approved, the academic advisor will process the registration.

For online courses, students may add a course up to the Friday prior to the first day of classes through their Connections account or with their academic advisor. If an exception is being requested to add a course during the first week, the student must contact the Online Learning Center for instructor approval. If approved, the Online Learning Center will process the registration.

**DROP:** Students may drop a course through Friday of the first week of an eight-week, nine-week or semester course. Students may drop online through their Connections account or may contact an academic advisor. Informing the course instructor is not sufficient notice for dropping a course. Non-standard courses may follow a variable drop schedule; contact an academic advisor. The University reserves the right to drop students who do not attend class the first week of the term/semester. Students who do not log into their online class prior to the drop deadline will be dropped from the course.

**CHANGING SECTIONS:** To change from one section of a course to another section of the same class, students must drop and add the courses during the drop/add period. Changing a section without following these procedures may result in no credit being awarded and potential probation or dismissal.

**WITHDRAW:** Students may withdraw from a course through Friday of the sixth week of an eight-week or nine-week course or through Friday of the twelfth week of a semester course. Students may withdraw online through their Connections account or may contact an academic advisor. A grade of W will be recorded for the course on the academic record and transcript. Informing the course instructor is not sufficient notice to withdraw from a course, and may result in a WF, and is subject to standard academic policies.

Withdrawals are not allowed after the sixth week of an eight-week or nine-week course or after the twelfth week of a semester course unless there are documented extenuating circumstances. Students should meet with their academic advisor to initiate a review. Late withdrawals are not approved for poor academic performance. Military students with extraordinary, long-term or remote assignments are encouraged to meet with their academic advisor to discuss withdrawal.

For information on our refund policy following withdrawals, please see the Tuition, Fees and Refunds section of this catalog.

**WAITLIST:** The university utilizes a waitlist system. The waitlist does not guarantee registration. Students should talk with their advisor to confirm registration.

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**Term and Class Schedule**

The graduate academic calendar consists of five 8-week or 9-week terms per year: Summer I, Fall 1, Fall 2, Spring 1, and Spring 2. Programs in the Walker School of Business & Technology, the School of Communications, and the College of Arts & Sciences (with the exception of the MSN), follow the 9-week term calendar. Programs in the School of Education and the Leigh Gerdine College of Fine Arts, as well as the MSN program, follow the 8-week term calendar. Terms at international campuses and some U.S. locations may vary. Some graduate courses may be offered on alternative schedules. Consult the academic calendar and course schedules or details.

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**Course Attendance**

Students are expected to actively participate in all of their scheduled class sessions and complete all coursework according to the course syllabus. Students who must be absent or miss coursework for any reason, such as medical issues, personal/ professional circumstance, or military students who receive temporary, short-term, long-term or remote assignments, must consult with their instructor to ensure they can meet course learning requirements.

With faculty approval and support, students may make up work for up to 2 class meetings of an 8- or 9-week course. In extraordinary circumstances, students may be eligible for an Incomplete grade. For more information, please see the Incomplete Process under the Academic Policies section of this catalog.
Enrollment

Students must also meet with their academic advisor to best understand options within their program of study. Students are encouraged to complete their courses, but dropping a course or seeking a withdrawal may be in the best interest of the student. For information on the tuition refund policies following drops and/or withdrawals, please see the Tuition, Fees and Refunds section of this catalog.

Advancement to Candidacy

Advancement to Candidacy signifies that a student has completed certain academic requirements and is ready to move forward to the next stages of his or her degree program. Advancement to Candidacy varies by degree program. The degree program page lists specific requirements.
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 assessment, 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. Plagiarism includes submission (in whole or in part) of any work purchased or downloaded from a Web site or an Internet paper clearinghouse. Self-plagiarism—submitting work to a course that was previously submitted to the same or a different course -- is also considered a form of plagiarism.
- 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 warning, 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
A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) for other activities, including laboratory work, internships, practica, studio work, online discussions, projects and other academic work.

Webster University offers courses in a variety of modalities and formats to meet the needs of its diverse student populations. The proportion of instructional time and student outside work may be adjusted for different modalities, program levels, or lengths of academic sessions (i.e., terms) to accommodate instructional needs.

Adjustments may include web-enhanced instruction through Canvas-powered WorldClassRoom (a tool available in all courses) and other enhanced learning activities. In all cases, the adjustments must reflect the student learning outcomes of the course and reasonably approximate the above standards.

Continuing Enrollment/Break in Enrollment (Leave of Absence)
Students who have 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. In consultation with their academic advisor, students may request to continue in their previous catalog requirements, if documented evidence is provided to support an unavoidable break in enrollment.

Students enrolled continuously may opt to move to the current catalog if degree requirements change, and complete the revised curriculum.

MA, MAT, MET, EdD and EdS students in the School of Education must complete their degree within 7 years of entry into the graduate program. Students requesting to extend these timeframes should consult with a School of Education Academic Advisor.

Webster University appreciates the service of our military students and understands that continuous enrollment may not be possible due to mission demands. Military students who are given orders while attending courses must first notify their instructor(s) to discuss whether they can still meet course learning outcomes. In addition, students must contact their academic advisor to discuss options with regard to their program of study.

If a drop or withdrawal of a course(s) is in the best interest of the student, the academic advisor will assist with necessary paperwork and revise the program plan of study. If the student returns after the sixth term of no enrollment, per the Break in Enrollment (Leave of Absence) policies, 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.
**Grading System**
A student's performance in each of his or her courses is determined by a combination of results of assignments, attendance, examinations, and/or other assigned work as described in the course syllabus. Instructors grade students' performance on the letter grade system, which includes Credit/No Credit. Until the final grade is entered by the instructor, students will see IP (in progress) on their student record. Graduate students are expected to maintain a GPA of B or higher.

**Letter Grade Systems**
Webster University is on a 4-point letter grade system.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior work</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Superior work</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Satisfactory work</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Satisfactory work</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Barely satisfactory work</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Barely adequate work</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Barely adequate work</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Unsatisfactory work</td>
</tr>
<tr>
<td>CR</td>
<td>*</td>
<td>Credit awarded; CR is reserved for courses designated by a department, involving internships, a thesis, practicums or specified courses</td>
</tr>
<tr>
<td>NC</td>
<td>0.0</td>
<td>No credit; unsatisfactory work</td>
</tr>
<tr>
<td>I</td>
<td>*</td>
<td>Incomplete</td>
</tr>
<tr>
<td>ZF</td>
<td>0.0</td>
<td>An incomplete which is not completed within two terms of the end of the course; unsatisfactory work</td>
</tr>
<tr>
<td>W</td>
<td>*</td>
<td>Withdrawed from the course</td>
</tr>
<tr>
<td>WV</td>
<td>*</td>
<td>Waived; no credit granted</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
<td>Unofficial withdrawal. Student enrolled in the course, did not withdraw and failed to complete course requirements;</td>
</tr>
</tbody>
</table>

*Not awarded quality points.

**Grade Points and Grade Point Average (GPA)**
A grade point average (GPA) is calculated and is recorded on the student record. This GPA is based on all graded work, including transfer credit, applied toward all graduate degrees. Graduate students are expected to maintain a GPA of B or higher.

CR (Credit awarded), Incomplete (I), Withdrawn (W) or Waived (WV) are not used in calculating the GPA. If a student repeats a course, the most recent grade is used to calculate the GPA.

School of Education students only 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 through Connections to all students at the end of each scheduled term. Please see the Academic Calendar for the date the term grades are final.

**Grade Appeals**
The Grade Appeal process provides recourse for students who believe that a grade they received is inappropriate. The following conditions must be met:

- The grade is a final course grade.
- The grade received is C, F or NC.
- The student believes the grade is arbitrary or was assigned for nonacademic reasons.

The steps of a Grade Appeal are:

1. The student should discuss the matter with the instructor. It is expected that most grade disputes can be resolved at this point.
2. If the matter is not resolved through discussion between instructor and student, the student may appeal in writing to:
   a. The department chair directly, for students on the main campus and online.
   b. The campus director, for students at extended international and U.S. campuses. In these cases, the campus director will confer with the department chair.
3. If the matter is not resolved through appeal to the department chair or director, or any case that is not resolved within three months, the student may appeal in writing to the appropriate academic dean. The dean's decision is final.

Grade appeals should be filed as soon as possible after the grade is assigned. No grade appeal may be filed after one academic year from the term in which the grade was assigned. Once a student graduates, no grade changes will be made as the academic record is final.

**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 an Incomplete, establishes the remaining requirements and determines a deadline for course completion, not to exceed two terms. These requirements for resolution of
an Incomplete are documented with a "course incomplete" form submitted by the instructor to the Registrar's Office.

Students may not audit or attend future course sections of a course in order to resolve an Incomplete. Students with two or more Incompletes should not enroll in additional coursework until the Incompletes are resolved.

An Incomplete 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 Incompletes have been changed prior to graduation. Once a student graduates, no further grade changes are allowed on the student record.

After two terms have passed after the conclusion of the original course end date, the Incomplete will become a ZF if course requirements were not successfully completed. The time frame to resolve an Incomplete may be extended at the discretion and recommendation of the instructor. This exception will be based on documented evidence that the student has been in contact with his/her instructor and has made progress toward completing his/her outstanding coursework as outlined on the "course incomplete" form.

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.

The ZF grade is a failing grade worth zero points for all cases involving GPA, academic warning, probation and dismissal. For information on repeating courses in which a ZF is earned, see the Repeated Courses section below.

Repeated Courses

Students may opt to repeat a course for a higher grade. However, students must repeat a core course in which an F, WF, NC or ZF is earned. The student's enrollment history will document both enrollments and grades, but only the most recent grade will be used for GPA calculation and academic standing.

Records of progress are kept by the institution on both veteran and non-veteran students.

Graduate Academic Honors

Students who complete a graduate degree or educational specialist degree (including all required, elective, prerequisite and transfer courses) while maintaining a cumulative GPA of 3.950 will receive Graduate Academic Honors.

Doctoral programs, sequential degrees and certificates are excluded from this designation.

Academic Warning, Probation and Dismissal

All graduate programs, except MSN

Graduate students are expected to maintain a minimum B grade average in all graduate courses. All grades are considered for purposes of evaluating academic status, though in situations where a student has repeated a course within the same degree program, the most recent grade will be considered toward academic standing only. 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, WF 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. Students are removed from warning or probationary status after two consecutive terms of B grades or higher. The removal of the warning or probationary status only lifts the enrollment restrictions for the student. All grades are considered toward evaluating academic status.

Students have a responsibility to demonstrate the ability to complete graduate-level coursework, including the ability to write clearly and succinctly. If students receive grades of C, F, WF, ZF or NC the following conditions prevail:

• Academic Warning - Students who receive one grade of C are sent a notice of academic warning.
• Academic Probation - Students who receive one grade of F, ZF or WF, or two grades of C are placed on probation. Students are 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 one course (3 credit hours) per term.
• Academic Dismissal - Students who receive a grade of C and a grade of F, ZF, WF or NC or two grades of F, ZF, WF or NC or three grades of C are automatically dismissed from the University. Students are deemed to be dismissed as soon as the grade which results in dismissal is submitted. Students will receive formal written notice of dismissal 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.

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

Academic Probation and Dismissal for Master of Science in Nursing (MSN)

• Academic Probation - Students who receive a C grade are on probation.
• Academic Dismissal - Students who receive two C grades, an F, a ZF, a WF or an NC are dismissed. Conditional basis students who receives one grade of C or below are dismissed, without further right to appeal for reinstatement, but may apply for readmission after one calendar year from the date of dismissal. 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.

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

Sequential Degree and Certificate Probation and Dismissal

• Students who receive one grade of C are placed on probation.
• Students who receive one grade of F, ZF or WF, or two grades of C are dismissed from the program.
Reinstatement
Students may send a written appeal for reinstatement to the Graduate Council, in care of the Office of Academic Affairs, no sooner than one term following the issuance of the last grade that resulted in the dismissal. Students are responsible for providing a complete and accurate written statement describing the circumstances that contributed to their poor academic performance. Campus or program directors and faculty are contacted to provide recommendations to the Graduate Council. If the Graduate Council approves the request, stipulations designed to ensure academic success will be required of the student upon return to his/her studies. If the Graduate Council denies the reinstatement appeal, the student may apply for readmission after one calendar year.

Readmission
- Students may send a written appeal stating the basis for their request for readmission to the Graduate Council in care of the Office of Academic Affairs. Students 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) the student has a generally good graduate record at Webster University but experiences a work or personal problem that leads to poor performance; or 2) the 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, students 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, students 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.
- If the Graduate Council approves the student's request for readmission, stipulations designed to ensure academic success will be required of the student upon return to his/her studies. If the Graduate Council denies the readmission appeal, the student remains dismissed from the University without further right of appeal.

Dual Majors
Students 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 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 major should be declared before students have completed six (6) credit hours of coursework to avoid duplication of coursework or the need to take additional classes. Students must meet with their academic advisor to declare the dual major and complete a new program plan.
- Students who have declared dual majors may transfer into the degree program only courses that are equivalent to required courses.
- Students who earn 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 counseling MA degree, the school counseling MA degree, the MS degree areas, the MBA, the MHA and MPA degree areas are not eligible for the dual major option. Please see the Dual Degrees section for specifically designed options for the MBA, the MHA, the MPA, and select MS and MA degree areas.
- A dual major will receive a single diploma reflecting both areas of concentration.

*The U.S. Department of Veterans Affairs may require the submission of a degree plan. Please see your academic advisor for information.

Dual Major Option: National Security Studies/International Relations (NTSC/INTL)
The national security studies (NTSC) and international relations (INTL) dual major option requires the completion of 51 credit hours, consisting of the following courses: 1 required course (3 credits) from the international relations program; 2 required courses (6 credits) from the national security studies program; a research methods course (3 credits) and capstone/thesis course (3-6 credits) required by both programs; 4 elective courses (12 credits) from the international and regional security track in NTSC; 4 elective courses (12 credits) from the other tracks in NTSC; 2 elective courses (6 credits) from the comparative politics cluster in the INTL program; and 2 elective courses (6 credits) from the INTL program. For the specific courses required, please see the catalog page for either program.

Upon completion of the 51 credits, a single degree is issued with two major concentrations. The two majors cannot be awarded as separate or sequential degrees under this arrangement.

Dual Degrees
A dual degree is two different graduate degrees pursued and earned simultaneously. Under this arrangement, the two degrees cannot be awarded separately or sequentially. Only the following approved programs can be completed as dual degrees. Upon completion of the required credits, two separate diplomas are issued at the same time.

Dual Degree Options with the Master of Business Administration (MBA)
Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted on the degree program pages. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

Dual Degree Options with the MBA are:
- MBA/MHA (63 to 66 credit hours)
- MBA/MA in Business and Organizational Security Management (54 to 57 credit hours)
- MBA/MS in Environmental Management (54 to 57 credit hours)
- MBA/MS in Finance (54 to 57 credit hours)
- MBA/MA in Human Resources Development (51 to 54 credit hours)
• MBA/MA in Human Resources Management (51 to 54 credit hours)
• MBA/MA in Information Technology Management (51 to 54 credit hours)
• MBA/MA in International Relations (57 to 60 credit hours)
• MBA/MA in Management and Leadership (48 to 51 credit hours)
• MBA/MS in Marketing (54 to 57 credit hours)
• MBA/MA in Media Communications (51 to 54 credit hours)
• MBA/MA in Procurement and Acquisitions Management (51 to 54 credit hours)
• MBA/MS in Science Management and Leadership (48 to 51 credit hours)

Dual Degree Option: MA in National Security Studies/MS in Criminal Justice

The MA in national security studies/MS in criminal justice dual degree option requires the completion of 48 credit hours, consisting of the following courses: 3 required courses (9 credits) in the criminal justice program; 3 required courses (9 credits) in the national security studies program; a capstone or thesis in either program (3-6 credits); 4 elective courses (12 credits) from the criminal justice track and 4 elective courses (12 credits) from the international and regional security track in the national security studies program; and 1 additional elective course from either program. For the specific courses required, please see the catalog page for either program.

Upon completion of the 48 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Dual Degree Option: MA in National Security Studies/MS in Cybersecurity

The MA in national security studies/MS in cybersecurity dual degree option requires the completion of 54 credit hours, consisting of the following courses: 7 required courses (21 credits) in the cybersecurity program; 3 required courses (9 credits) in the national security studies program; 3 elective courses (9 credits) from the cybersecurity program and 4 elective courses (12 credits) from the international and regional security track in the national security studies program. Finally, students will complete a capstone or thesis (3-6 credits) in national security studies. For the specific courses required, please see the catalog page for either program.

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.

Emphasis or Track

Emphasis

An additional specific subject area within a major, allowing students to further focus their study in a formal way that appears on their transcript

Track

An informal focus that may be a required or optional component of a major. A track does not appear on the diploma or transcript.

Sequential Master's Degree

Students who have earned a master's degree from Webster University or another regionally accredited college or university (or its international equivalent) may earn a sequential master’s degree in another major, as outlined below. The sequential degree is not available at the Vienna Campus. Art, counseling and other specialized master's degrees are excluded as sequential master's degree options.

Students who have completed any required courses, with a grade of B- or higher, as part of a previous Webster University master's degree must seek approval for substitute coursework prior to enrollment in consultation with their academic advisor. A required course completed in a previous degree and used toward the first degree, must be repeated if the grade is below a B-.

The sequential master's degree requires both of the following:

• Completion of the required core courses of the degree program
• Completion of the equivalent core course hours. If courses were completed in prior degree, hours requirement must still be met to meet sequential degree requirements. Approval for substitute coursework must be requested and approved prior to enrollment in consultation with an academic advisor.

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

• Prerequisite courses or other prerequisite requirements may not be used to reduce sequential degree requirements.
• No transfer of credit may be applied toward this minimum residency.
• Sequential degrees are not eligible for graduate academic honors.

Minimum 21 credit hours required for:

• Media Communications (MA)
• Procurement and Acquisitions Management (MA)
• Reading (MA)

Minimum 24 credit hours required for:

• Applied Educational Psychology (MA)
• Business and Organizational Security Management (MA)
• Education and Innovation (MA)
• Gerontology (MA)
• Health Care Management (MA)
• Human Resources Development (MA)
• Human Services (MA)
• Management and Leadership (MA)
• Master of Business Administration (MBA)
• Nonprofit Leadership (MA)
• Special Education (MA)
• Teaching English as a Second Language (MA)

Minimum 27 credit hours required for:

• Criminal Justice (MS)
• Cybersecurity (MS)
• Environmental Management (MS)
• Human Resources Management (MA)
• Information Technology Management (MA)
• International Relations (MA)
• Master of Public Administration (MPA)
• National Security Studies (MA)
• Science Management and Leadership (MS)
• STEM Education (MA)

Minimum 30 credit hours required for:

• Finance (MS)
• Forensic Accounting (MS)
• Marketing (MS)

Minimum 36 credit hours required for:

• Legal Studies (MA)
• Master of Health Administration (MHA)
Students may earn a maximum of two graduate degrees within the School of Communications if one of those degrees is the MA in new media production. 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 or MA in advertising and marketing communications, the student should meet with an advisor regarding possible course reductions.

The School of Education sequential master's degree students are required to complete the Advancement to Candidacy process for their degree. Students with degrees outside the field of education must have the approval of the department chair prior to enrolling in any sequential master's degree.

For students pursuing a sequential MBA, if the student completed any of the MBA core courses in a previous master's degree program with a B or better, up to 6 credit hours may be reduced from the required 30 credit hours of MBA core courses, reducing the MBA core requirements to 24-27 credit hours. Only 3 credit hours of the total 6 credit hours of substitutions or reductions may be applied to the following courses: MBA 5100, MBA 5200, MBA 5300, MBA 5400 or MBA 5500.

Certificate

A cohesive set of courses reflecting knowledge and/or skills in a narrowly defined discipline that may be awarded as a stand-alone credential and/or part of a major. The University's graduate certificates can be viewed at http://www.webster.edu/catalog/current/graduate-catalog/certificates/.

Requirements for Certificates

- Graduate certificates will be a minimum of 12 credit hours.
- All courses to be applied to a certificate program must be completed according to 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.

Admission and Financial Aid

Admission policies for graduate certificate-seeking students are the same as for degree-seeking students. Stand-alone certificates are rarely eligible for financial aid. Please check with your financial aid representative for eligibility requirements prior to application to a certificate program.

Directed Studies

Students may request, on a limited basis, a directed study to complete a required graduate core course in their degree of study as outlined in this catalog. The following conditions apply if a course is to be completed as a directed study:

- An online section is not available.
- The request demonstrates a clear academic rationale for a directed study.
- The course is in the curriculum at the campus where the student will be enrolled and is a core requirement in the program of the student. Elective courses will not be approved for this option.
- Students pursuing the MA, MAT, MBA, MHA or MS are permitted a maximum of two directed studies unless further restricted by that program.

Students who wish to pursue this option will need to work in consultation with their academic advisor who will assist with the approval process.

Internship

Students may arrange an internship in a business or agency setting as allowed in select majors. It should be noted, internships may only be pursued if the student has completed all of core courses for their area of study.

Students should discuss this option with their academic advisor as part of their discussion regarding their degree progression.

Thesis or Project

Completing a master's thesis or doctoral dissertation 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. Instructors and administrators will review at several stages all applications for this academic choice in order to ensure that the students allowed to pursue this option have proven their ability to succeed in an academically challenging situation of this scope.

Students should review the general guidelines at http://www.webster.edu/graduate/graduate-thesis-dissertation-guidelines.html. For specific program information beyond this initial document, please review your program requirements.

Credit by Examination/Prior Learning

Credit by Examination and Prior Learning Assessments are currently offered at the undergraduate degree level. The School of Education has limited credit by examination opportunities at the graduate level.

Transfer of Credit

Transfer credit is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether or not credit will be accepted by another institution of the student's choice. Webster University, as an accepting institution, allows limited transfer credit toward graduate programs.

Credit will be transferred, pending evaluation and approval, in accordance with the guidelines established by the American Council on Education (ACE) and the Council for Higher Education Accreditation (CHEA). Only those schools or courses recommended for graduate credit by ACE will be considered in the evaluation of transfer credit. Prior experiential learning is not awarded credit.

Students may request transfer credit for courses previously taken at another regionally accredited institution or professional military education to fulfill degree requirements. All potential transfer credit, including military professional education, will be reviewed upon receipt of official documentation.

A maximum of 12 credit hours may be transferred into a student's graduate degree program, unless specified as follows:

- A maximum of 9 credit hours of transfer credit are allowed for students in the MBA program and the School of Education MA or MET programs. For detailed information regarding School of Education transfer credit, please see the School of Education section of this catalog.
- A maximum of 18 credit hours from a graduate counseling program at a university with acceptable accreditation may be transferred into a student's program.
be accepted toward the MA in counseling. For detailed information regarding course transfer policies into the MA in counseling, please see the Transfer Policies section on the MA in counseling degree page in this catalog.

To request transfer credit, students must meet with their academic advisor at the time they matriculate with the university. The following criteria must be met:

• The course(s) originates from a regionally accredited institution.
• The course(s) is graduate level.
• The course(s) is relevant to the major.
• The course(s) was not used to fulfill requirements of another degree.
• The course(s) content and level are relevant to the degree program.
• The course(s) must carry a grade of B- or higher, or Credit.

The following considerations are also a factor:

• If the course is taken while the student is enrolled at Webster University, the student must seek prior approval in consultation with their academic advisor.
• Core course transfer is only permitted, based upon syllabus review and approval, if the course is determined to be relevant and comparable to a Webster University course.

Transfer credit is restricted to the following:

• It may not be applied toward certificate programs.
• It may not be applied toward sequential graduate degrees.
• Approved hours are not used in evaluating advancement to candidacy criteria.
• Credits which are transcripted as quarter-hours will be transferred using a 2/3 conversion factor.
• A grade of "CR" will be assigned to all passing grades from recognized non-U.S. or non-American style educational institution.
• Transfer credit must comply with any existing articulation agreements for graduate credit.
• Several defined government and/or military cooperative degree programs provide transfer credit. Military students should submit information on any military training received, e.g. Joint Services Transcripts or Academic Evaluation Record (AER)/1059 from Captain's Career Course (CCC) or the Sergeants Major Academy (SGM). The formal articulation agreements for these limited programs can be found on the Office of Military Affairs website.

Core Course Substitution

Students may request substitution of a required core course if they have relevant prior academic graduate work. Requests with documentation are made to an academic advisor.

For School of Education majors, the course(s) may not be older than five years. Students who plan to substitute education in-service courses into their program should refer to School of Education policies.

Petition/Graduation Requirements

Students are responsible for ensuring the completion of their degree requirements. Students should work in consultation with their academic advisor to monitor their degree audits to assure the completion of outstanding issues. Once a student graduates, no further grade changes are allowed on the enrollment record.

Prior to their degree completion, students are charged a non-refundable graduation candidacy fee. Students should complete a petition to graduate at the time of registration for their final term.

Transcripts

A transcript is the university record of the student's academic history of coursework completed at Webster University or transferred from another institution. The transcript includes the cumulative grade point average (GPA) of courses taken at Webster, the student's declared area(s) of study, academic credential(s) awarded for students who have completed their degree requirements and have had their degree conferred, and academic honors awarded upon conferral.

Transcripts that are sent to or handed to the student are considered unofficial and are labeled "Issued to Student." Faxed transcripts are also unofficial. Official transcripts are those that are mailed directly to the receiving institution or agency.

Students may request an official transcript online, by mail, or in person. Full directions and fee structure for requesting transcripts can be found on the Registrar's website (www.webster.edu/academics/transcripts.html). The university will issue the official transcript only if the student's account is paid in full.

Diploma

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

The diploma will reflect the school or college sponsoring the student's primary major, as designated on the approved Petition to Graduate. Students earning dual majors will receive one diploma with both majors listed on the diploma. Students earning dual degrees will receive a diploma for each degree. Students earning a certificate will receive a separate diploma documenting completion of the credential.


College of Arts & Sciences

Departments

- Biological Sciences, Mary Preuss, chair
- History, Politics, International Relations and Religious Studies, Warren Rosenblum, chair (Summer and Fall); Allan MacNeill, chair (Spring)
- Law, Crime and Social Justice, Robin Jefferson Higgins, chair
- Nurse Anesthesia, Jill Stulce, chair
- Nursing, Janice Palmer, chair
- Professional Counseling, Muthoni Musangali, chair
- Psychology, Michael Hulsizer, chair

Institutes

- Institute for Human Rights and Humanitarian Studies, Lindsey Kingston, director

Anton Wallner, dean

College of Arts & Sciences website (external to catalog)

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

Mission Statement

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

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

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

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

Graduate Degrees

- Biomedical Sciences (MS)
- Counseling (MA)
- Criminal Justice (MS)
  Dual Degree Option:  
  MA in National Security Studies/MS in Criminal Justice
- Doctor of Nurse Anesthesia Practice (DNAP)
- Environmental Management (MS)
  Dual Degree Option:  
  MBA/MS in Environmental Management
- Gerontology (MA)
- Human Services (MA)
- International Relations (MA)
  Dual Degree Option:  
  MBA/MA in International Relations
- International Relations (Global MA)
  (accepting applications for Fall 2021)
- Legal Studies (MA)

- National Security Studies (MA)
  Dual Degree Options:  
  MA in National Security Studies/MS in Criminal Justice
  MA in National Security Studies/MS in Cybersecurity
- Nursing (MSN)
- Psychology (MA) with an Emphasis in Counseling Psychology
- School Counseling (MA)
- Science Management and Leadership (MS)
  Dual Degree Option:  
  MBA/MS in Science Management and Leadership

Graduate Certificates

- Administration of Justice
- Applied Gerontology Enhancement Specialization
- Environmental Sustainability
- Fraud Investigation
- Gerontology
- Healthcare Leadership
- International Development
- International and Nongovernmental Organizations
- International and Regional Security
- Paralegal Studies
- Science Management and Leadership
Mission
To prepare students for career success in an increasingly globally integrated business and technological economy utilizing a student-centered, real-world approach.

Vision
To be a leading institution of business and technology education by providing students with the academic and professional preparation needed to achieve upward career mobility.

Values
Respect - A culture of respect facilitates highly positive interactions between and among students, staff, faculty and other stakeholders.

Knowledge - Knowledge allows us all, regardless of the role we serve, to maximize our capacity for achievement.

Potential - Every individual has the potential to succeed.

Diversity and Inclusion - Diversity in all its forms enriches the education experience--both in and out of the classroom.

Global Perspectives - Students with global perspectives will be better prepared to serve the organizations and communities in which they live and work.

Graduate Degrees
- Business and Organizational Security Management (MA)
  Dual Degree Option:
  MBA/MA in Business and Organizational Security Management
- Cybersecurity (MS)
  Dual Degree Option:
  MA in National Security Studies/MS in Cybersecurity
- Data Analytics (MS)
- Doctor of Management (DMgt)
- Finance (MS)
  Dual Degree Option:
  MBA/MS in Finance
- Forensic Accounting (MS)
- Health Care Management (MA)
- Human Resources Development (MA)
  Dual Degree Option:
  MBA/MA in Human Resources Development
- Human Resources Management (MA)
  Dual Degree Option:
  MBA/MA in Human Resources Management
- Information Technology Management (MA)
  Dual Degree Option:
  MBA/MA in Information Technology Management
- Management and Leadership (MA)
  Dual Degree Option:
  MBA/MA in Management and Leadership
- Marketing (MS)
  Dual Degree Option:
  MBA/MS in Marketing
- Master of Business Administration (MBA)
  Dual Degree Options:
  MBA/MHA
  MBA/MA in Business and Organizational Security Management
  MBA/MS in Environmental Management
  MBA/MS in Finance
  MBA/MA in Human Resources Development
  MBA/MA in Human Resources Management
  MBA/MA in Information Technology Management
  MBA/MA in International Relations
  MBA/MA in Management and Leadership
  MBA/MS in Marketing
  MBA/MA in Media Communications
  MBA/MA in Procurement and Acquisitions Management
  MBA/MS in Science Management and Leadership
- Master of Health Administration (MHA)
  Dual Degree Option:
  MBA/MHA
- Master of Public Administration (MPA)
- Nonprofit Leadership (MA)
- Organizational Development and Change (MA)
- Procurement and Acquisitions Management (MA)
  Dual Degree Option:
  MBA/MA in Procurement and Acquisitions Management
- Space Systems Operations Management (MS)

Graduate Certificates
- Advanced Research
- Corporate Entrepreneurship
- Cybersecurity - Information Assurance
- Cybersecurity - Threat Detection
- Digital Marketing Management
- Government Contracting
- Nonprofit Management
- Oil and Gas
- Organizational Development and Change
- Project Management
- Remote Sensing Analysis and Geospatial Information Systems (GIS)
Leigh Gerdine College of Fine Arts

Departments
- **Art, Design and Art History**, Ryan E. Gregg, chair
- **Conservatory of Theatre Arts**, Gad Guterman, chair
- **Dance**, Margaret Dueker, chair
- **Music**, Jeffrey Carter, chair

Directors
- **Arts Management and Leadership**, Gene Dobbs Bradford, director
- **Music**, Carla Colletti, director of graduate studies

Paul Steger, dean

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

Please refer to the Accreditation and Memberships section of this catalog for specialized accreditations that may apply to programs in the Leigh Gerdine College of Fine Arts.

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), as well as Variety Children's Theatre 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 Degrees
- **Arts Management and Leadership (MFA)**
- **Music (MA)**
- **Music (MM) in Composition**
- **Music (MM) in Jazz Studies**
- **Music (MM) in Performance with an Emphasis in Orchestral Instruments**
- **Music (MM) in Performance with an Emphasis in Piano, Organ, or Guitar**
- **Music (MM) in Performance with an Emphasis in Voice**
School of Communications

Departments
- Audio Aesthetics and Technology, Timothy Ryan, chair
- Communications and Journalism, Gary Ford, chair
- Electronic and Photographic Media, Chris Sagovac, chair

Eric Rothenbuhler, dean

School of Communications [website](external to catalog)

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

Mission Statement

The School of Communications is a worldwide educational organization of student-centered faculty and staff, preparing undergraduate and graduate students to achieve excellence in the ever-changing global fields of communication and media.

We do this by providing theory and practice in media courses framed within a liberal arts-based curriculum, augmented by personalized mentorship and professional development opportunities.

Students:
- Learn current and emerging theoretical, technical, creative and managerial aspects of communications;
- Become aware of the aesthetic, historical, social, ethical and global aspects of communications;
- Prepare to be future industry leaders, professionals and knowledgeable consumers who can improve all aspects of communications;
- Engage early in their future professions in communication areas through educational opportunities, field experiences, internships and interactions with professionals;
- Become lifelong learners of evolving communications technologies in this rapidly changing field of study.

The School of Communications houses and supports:
- The May Gallery, a photographic exhibit space;
- The Webster University Film Series, a comprehensive alternative film series allowing students, faculty, and community members to view independent features and documentaries, avant-garde films, animation, retrospectives, and short works and offering filmmaking workshops to students and the community;
- The Ampersand, an award-winning student magazine offering print and electronic features;
- The Galaxy, a student-operated radio station;
- Idea Tree Media, a client services production group;
- The Journal, an award-winning student newspaper offering print and internet news;
- Several clubs and organizations.

Graduate Degrees

The School of Communications offers the master of arts (MA) in the following areas:
- Advertising and Marketing Communications (MA)
- Communications Management (MA)
- Media Communications (MA)
- Dual Degree Option:
  - MBA/MA in Media Communications
- New Media Production (MA)

The MA in advertising and marketing communications, the MA in communications management, the MA in media communications, and the MA in public relations are available online. For more information, please visit Webster's Online Learning Center.

Graduate Certificates
- Latino Communication Leadership
- Latino Media
School of Education

Departments
- **Graduate Department of Education**, Yin Lam Lee-Johnson, chair (Summer); Ralph Olliges, chair (Fall and Spring)
- **Department of Teacher Education**, Basiyr Rodney, chair

Thomas Cornell, interim dean

**School of Education website** (external to catalog)

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

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

Mission Statement
The School of Education is a supportive and inclusive community of educator-scholars who are committed to providing our students with transformative experiences that impact life-long learning.

Vision
We empower students to become effective, innovative, and empathetic educators and practitioners.

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

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

Assessment Policy of School of Education
**MA, MET, EdS and EdD**

Programs in the School of Education use key assessments in specific courses to evaluate and promote student achievement of specific learning outcomes. In all courses that use key assessment assignments, the syllabus will list the standards that are used for assessing student academic performance. Students may contact their advisors, if they have further questions.

Demonstration of Missouri Teacher Standards Through Quality Indicators
**MAT**

The Department of Teacher Education (DTE) Passport is an integral element in the assessment system for initial teacher certification programs. The system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age and is aligned with the Missouri Teacher Standards, which "convey the expectations of performance for professional teachers in Missouri."

In order to complete the digital passports, candidates are enrolled in the Education Passport 1 and Education Passport 2 online learning portal. Using a self-directed approach, pre-service teachers upload artifacts and reflections in the digital passports. Each passport is assessed by a team of faculty who assign a passing or failing grade to the passport based on the successful submission of artifacts and appropriate supplementary activities. Where appropriate, candidates may be asked to revise and resubmit artifacts or reflections. Successful completion of each part of the passport allows the candidate to move through the phases of the program.

**Programs**

**Graduate Degree Programs**

- Applied Educational Psychology (MA)
- Education and Innovation (MA)
- Educational Leadership and Administration (MA)
- Educational Technology (MET)
- Master of Arts in Teaching (MAT) with an Emphasis in Elementary Education
- Master of Arts in Teaching (MAT) with an Emphasis in Middle School Education
- Master of Arts in Teaching (MAT) with an Emphasis in Secondary School Education
- Master of Arts in Teaching (MAT) with an Emphasis in Special Education
- Mathematics for Educators (MA)
- Reading (MA)
- Special Education (MA)
- STEM Education (MA)
- Teaching English as a Second Language (MA)

**Post-Master's Programs**

- Doctor of Education (EdD)
- Educational Leadership (EdS)
- School Psychology (EdS)

**Certificates**

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

- Creativity and Innovation
- Dyslexia
- Fostering Resilience in "At Risk" Children and Youth
- Immigrant and Refugee Children and Families
- Mobile Technology in Education
- Online Teaching and Learning
- Psychoeducational Needs of Immigrant and Refugee Youth
- Robotics for STEM Educators
- Sustainability and Social Equity Studies
- Teaching English as a Foreign Language
- Tiered Instruction & Intervention: RTI & PBIS

**Advanced Graduate Certificates**

- Applied Behavior Analysis
- Leadership in Tiered Systems of Support: RTI & PBIS
- Severe Developmental Disabilities and Autism
MA, MAT and MET

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

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

EdS

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

- Educational Leadership
- School Psychology

EdD

The doctor of education (EdD) program at Webster University is a terminal degree for students who aspire to become leaders, researchers and scholars in educational settings. It is designed for preparing well-rounded educator-scholars who have the passion and competence to make a difference in this world. Through coursework, action research, and campus, students develop a comprehensive network and support systems for completing the milestones in the program: comprehensive examination, prospectus defense, dissertation proposal and final oral defense. Students also build and share their expertise as a cohort to become visionary leaders in today's world.

Emphasis Areas:

- Educational Leadership
- Special Education: Dyslexia
- Special Education: Positive Behavioral Interventions and Supports (PBIS)
- Special Education: Sever Developmental Disabilities and Autism
- Special Education: Trauma-Informed Education and Intervention
- Teaching English as a Second Language (TESL)
- Transformative Learning in the Global Community

General Requirements

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

Acceptance

MA and MET

A completed admission file includes information on professional experience and the academic transcripts of the applicant's undergraduate degree work. This material is reviewed and the academic record, essay, and letters of recommendation (if requested), are evaluated to determine if the applicant will be accepted. New applicants have one term (8 weeks) to complete the acceptance process.

An overall minimum cumulative grade point average of 2.5-3.0 (depending on the degree) is required for acceptance into an MA or MET program. Special consideration may be given to students with extraordinary professional accomplishments or to those whose grades show marked improvement in the later years of college or in graduate or professional studies since college.

MAT

An overall minimum cumulative grade point average of 2.75 is required for acceptance into the MAT program. Additional admission criteria for the MAT program are as follows:

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

EdS and EdD

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

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

Send all admissions materials to:
Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Advancement to Candidacy

Advancement to Candidacy (ATC) represents a significant milestone in a candidate's academic career and indicates that a student shows the requisite ability and interest to complete the program successfully. Candidates who successfully ATC have demonstrated mastery of program standards and may continue enrolling in courses to complete their major. Transfer hours from other colleges and universities do not count in the eligibility for candidacy hours. Students not advanced to candidacy are not eligible to continue in their programs. Students who successfully ATC continue to receive advising and are evaluated routinely until all other program requirements have been met.

MA, MET and EdS
After completing the requisite credit hours within a degree program and before 12 credit hours, the student's performance and program are evaluated to determine whether the student should be advanced to candidacy. Several programs require the submission of a form and/or additional materials in order to successfully complete ATC. For information regarding ATC requirements for a specific program, refer to that program’s section in the catalog.

MAT
Advancement to Candidacy means that a student is formally enrolled in the initial teacher certification program. After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy. The student will ATC providing the following criteria are met:

1. Completed 15 hours of graduate credit with grades of B or better (including CMAT 5000)
2. Completed Passport 1
3. Acceptance into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information)
4. Remains in good academic standing and maintains a minimum cumulative GPA of 3.0

EdD
Doctoral students who completed all coursework requirements except dissertation hours will take the comprehensive examination in a course, EDOC 7902. Students who have passed the comprehensive examination will earn the status of doctoral candidacy. Advancement to candidacy indicates that a student shows the requisite capacity and dedication to complete the program.

Continuous Enrollment

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

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

EdD students are required to be continuously enrolled in the program. If a student does not register for any credit in a particular term or semester, he or she needs approval from the EdD director in writing. Only special circumstances with a strong rationale will be approved. Students who do not register for any credit in a term or semester will be prohibited from continuing in the program if an official approval from the EdD director is not in place.

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

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

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

EdD students who completed all coursework requirements except dissertation hours will be approved. Students who do not register for any credit in a term or semester, he or she needs approval from the EdD director in writing. Only special circumstances with a strong rationale will be approved. Students who do not register for any credit in a term or semester will be prohibited from continuing in the program if an official approval from the EdD director is not in place.

Transfer of Credit

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

Certification Programs
The MAT degree and emphases are designed for students who are also pursuing initial Missouri Certification.

The MAT emphasis areas are:

- Elementary Education
- Middle School Education
- Secondary School Education
- Special Education

Students may obtain Missouri certification in:

- Art (K-12)
- Elementary (Grades 1-6)
- Middle School (Grades 5-9) Language Arts, Math, Science, Social Studies
- Secondary (Grades 9-12) Biology, English, Math, Social Science
- World Languages (French, German, Spanish) (K-12)
- Special Education (K-12 Mild/Moderate Cross-Categorical)

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

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

A student who holds an initial certificate and is interested in an advanced certification in English Language Learners, Reading
Specialist, or Severe Developmental Disabilities may pursue one of these certifications with the corresponding MA degree. The School Psychologist certification may be pursued within the EdS in School Psychology degree. Contact the School of Education Office for information regarding these degrees.

State-Required Content Area Exam

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

Requirements for Missouri Initial Teacher Certification

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

Background Checks

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

State Assessments

To obtain a teaching licensure in Missouri, students are required to complete a number of state assessments. State required assessments are administered by designated agencies, and students are required to pay all associated fees. All state assessments are administered in a digital format. Students must pass the state-required Missouri Content Assessment before Apprentice Teaching Orientation.

Application and Eligibility to Practicum

Application and registration in Practicum must be approved by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum.

Application to Apprentice Teaching

Successful completion of Apprentice Teaching is required to meet the graduation requirements of the emphasis area. Application and registration in Apprentice Teaching and CMAT 5096 Apprentice Teaching Seminar must be approved by the student's advisor and the Office of Field Experience by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. 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. The eligibility requirements for acceptance into Apprentice Teaching are as follows:

1. Students must have successfully completed all required courses for Missouri initial teacher certification in their chosen emphasis and content area

2. Students must have successfully completed Practicum with a grade of B or higher

3. Students must have passed state required content area exam score equal to or greater than the Missouri qualifying score prior to registration in Apprentice Teaching. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study.

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar.

All graduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Practicum

A 5000-level practicum is required as a prerequisite to apprentice teaching. Practica are 45-135 hour experiences in P-12 classrooms involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, candidates must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Candidates must meet with the Coordinator of Field Placements prior to submitting practicum applications.

Apprentice Teaching

Apprentice teaching is a requirement for all initial certifications. Apprentice teaching is a full-time experience in a P-12 classroom that spans at least 16 weeks. The teacher candidate observes the cooperating teacher and eventually assumes responsibility for planning and preparing lessons, teaching, grading student work and taking part in any other activities expected of a teacher in the school. Candidates must apply by September 15 for a Spring placement and by February 15 for a Fall placement. Passport 2 must be successfully completed before the start of Apprentice Teaching. The candidate must also pass the Missouri Content Assessment(s) for the specific certification area prior to the start of Apprentice Teaching.

Note: The application for practicum and apprentice teaching will not be accepted if the student has not been formally accepted to teacher certification status.

Sequential Master's Degree in the School of Education

- A student who holds an MA, MAT, or MET from Webster's School of Education may earn a sequential MA or MET by completing the required courses (ranging from 21 to 27 credit hours depending on the sequential program) detailed in the declared major curriculum.
- A student who holds a master's or doctoral degree in an education related field from another regionally accredited
college or university may earn a sequential MA or MET by completing the required core courses (ranging from 21 to 27 credit hours depending on the sequential degree program) detailed in the declared major curriculum.

- No transfer of credit may be applied toward the minimum required courses.
- Students working on a sequential MA or MET are required to complete the School of Education ATC (Advancement to Candidacy) process for their sequential degree.
- If a student has completed any required courses as part of a previous Webster University master's degree, approval for substitute coursework must be requested and approved prior to enrollment.
- Any student with a non-education master's degree representing any other discipline outside of the field of education must have the approval of the Dean before beginning or enrolling in any sequential master's program in the School of Education. For more information contact the School of Education at 314-246-8007 or soe@webster.edu.

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

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

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

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

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

Kornblum Scholar Program

The Institute makes scholarships available to candidates working with or aspiring to work with students from low-income districts having diverse populations. Funding is limited so early application is encouraged. For more information about the scholar program, see the Kornblum Scholarship Fund Application, available on the School of Education's website at webster.edu/education.
Faculty

Adjunct faculty are assigned the title of adjunct professor.

Adjunct faculty can be characterized as follows:

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

Part-time faculty are persons who are not fully employed by Webster University but teach courses for Webster University.

U.S. Campuses

Arizona

- **Michael D. Bailey**, BSBA, Chapman University, 1993; MPA, American Public University, 2007; JD, Chapman University, 1999
- **Jeffrey A. Chapman**, BSOE, Wayland Baptist University, 2008; MPA, Wayland Baptist University, 2013
- **John J. Ciarrochi**, BS, Park University, 2008; MA, Webster University, 2010; MA, Webster University, 2011; MBA, Webster University, 2012
- **David A. Handrahan**, BS, Southern Illinois University Carbondale, 1991; MA, Webster University, 2002
- **Peter W. Harper**, BBA, Temple University, 1981; MBA, University of Tulsa, 1984
- **Jill M. Hudson**, BSBA, University of Arizona, 1991; JD, Regent University, 1998
- **Nicholas B. Jackson**, BS, Columbia Southern University, 2012; MS, Columbia Southern University, 2016
- **Herbert G. Kretz**, BS, University of Miami, 1961; MBA, University of Miami, 1962
- **Kristen Krey**, BS, SUNY College at Brockport, 1990; MA, University of Phoenix, 2001
- **Michael S. Kriley**, BS, Park University, 1999; MBA, Arizona State University, 2002
- **Erica B. Kruithof**, BS, West Chester University of Pennsylvania, 2004; MBA, Texas A&M University-Commerce, 2012
- **Maria C. Logan**, BBA, New Mexico State University, 1989; MA, University of New Mexico, 1998; PhD, University of New Mexico, 2007
- **Harry Percupchick**, BSB, University of Phoenix, 2002; MA, University of Phoenix, 2004; DMgrt, University of Phoenix, 2011
- **Christopher D. Reams**, BS, Park University, 1992; MS, Chapman University, 1994
- **Lillian R. Robinson**, BSOE, Wayland Baptist University, 2000; MA, Webster University, 2003; PhD, Capella University, 2010
- **Veronica S. Shapiro**, BA, University of Advancing Technology, 2003; MBA, University of Phoenix, 2005
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• Rhett K. Brandt, BA, University of Alabama, 1991; MA, University of Alabama, 1992; PhD, University of Alabama, 1997
• Glenn W. Briggs, BA, University of the Philippines, 1976; MAEd, Northern Michigan University, 1980; MA, Fielding Graduate University, 1993; PhD, Fielding Graduate University, 1999
• Maxie Broome, Jr., BA, California State University, Northridge, 1971; MA, California State University, Northridge, 1975; JD, Loyola Marymount University, 1975
• Sarah D. Brothers, BS, Florida Agricultural and Mechanical University, 1964; MA, Webster University, 2007; EdD, Argosy University, 2013
• James K. Buns, AB, University of Miami, 1973; MS, Florida International University, 1975; MBA, Florida International University, 1985
• Kenneth C. Butler, BBA, Georgia Southern University, 1989; BS, Southern Illinois University Carbondale, 1998; MA, Webster University, 2000; EdD, Nova Southeastern University, 2007
• Kimberly D. Bynum, BS, Florida Agricultural and Mechanical University, 1998; MBA, Jacksonville University, 2004; DBA, Jacksonville University, 2017
• David E. Caban, BBA, St. Thomas University, 1994; MBA, Barry University, 1996; PhD, Florida Atlantic University, 2015
• Scott M. Callaway, BS, University of Florida, 1985; MBA, Rollins College, 1992
• Lucien Campillo, BA, SUNY Empire State College; MBA, University of North Alabama, 2007
• James A. Cash, BGS, Indiana University Southeast, 1982; MA, Webster University, 1985; MBA, Nova Southeastern University, 1993; EdD, Nova Southeastern University, 2008
• John M. Codd, BBA, University of Texas at San Antonio, 1986; MBA, University of Texas at San Antonio, 1990
• Victoria A. Colletti, BA, University of Central Florida, 2006; MA, Webster University, 2008; PhD, Capella University, 2018
• Gary W. Collins, BA, The Pennsylvania State University, 1974; MPA, The Pennsylvania State University, 1975
• Jessica H. Conroy, BA, University of Central Florida, 2007; MA, Webster University, 2009; PhD, Walden University, 2015
• Marie Y. Conserve, BA, City College, 1978; MA, City College, 1978; MBA, Long Island University, 1991; PhD, Bircham International University, 2004
• Barbara A. Cooler, BS, Coastal Carolina University, 1985; MBA, Webster University, 2003; DBA, Argosy University, 2014
• William F. Crowe, BS, University of Phoenix, 2003; MBA, University of Phoenix, 2005
• Janet J. Dickinson, BA, The College of William and Mary, 1978; MBA, Florida Institute of Technology, 1989
• George W. Dollar, BA, Pilbush Baptist Bible College, 1979; MBA, Liberty University, 1990; MPM, Keller Graduate School of Management, 2012
• Michael V.P. Dwyer, BA, St. Thomas University, 1991; MA, Webster University, 2002; EdD, Argosy University, 2013
• Cristina M. Echeverry, BS, Florida State University, 2001; MBA, Nova Southeastern University, 2004; EdD, Nova Southeastern University, 2008
• Derenda D. Edmondson, BS, Mercy College, 1987; MA, Wayne State University, 1994; PhD, University of Sarasota, 2000
• Dwight T. Elliott, BS, Syracuse University, 1994; MS, Syracuse University, 1996; JD, University of Maryland, Baltimore, 2004
• Carolyn L. Ellis, BS, University of Central Florida, 1991; MA, University of Central Florida, 1995; MA, University of Central Florida, 1998
• Audrey Ellison, BS, Southern Connecticut State University, 1970; MLS, Southern Connecticut State University, 1972; MBA, Simmons College, 1985; DBA, Nova Southeastern University, 2013
• James D. Ewing, Jr., BA, University of Pittsburgh, 1969; MA, Indiana University of Pennsylvania, 1972; EdD, California Coast University, 1991
• Marilyn A. Feldstein, BA, University of South Florida, 1974; MPA, The Pennsylvania State University, 1993
• David H. Fish, BPA, National University, 1993; MA, National University, 1994; MPA, National University, 1996; MA, National University, 1997; MBA, Webster University, 2004; EdD, Nova Southeastern University, 2007
• Tasha B. Florio, BA, University of South Florida, 2005; MA, Webster University, 2009; PhD, Capella University, 2014
• Clarence M. Franks, BS, Jacksonville University, 1988; MBA, Nova Southeastern University, 1997; MA, Webster University, 2019
• Rochelle I. Frommeyer, BA, Bowling Green State University, 1993; MA, Bowling Green State University, 1996; MFCS, Bowling Green State University, 1996
• Roger J. Geronimo, BS, Central Connecticut State University, 1973; MBA, University of New Haven, 1976; PhD, Columbia Pacific University, 1979
• Jenny Gessler, BA, SUNY College at Plattsburgh, 1980; MA, Rollins College, 1997; PhD, Maimonides University, 2005
• Patrick J. Giambalvo, BA, Union Institute and University; MBA, Webster University, 2013
• Michelle W. Hacker, BS, Florida Metro University - Tampa, 1994; MBA, Florida Metro University - Tampa, 1996; DBA, Argosy University, 2000
• Ronald B. Hamilton, BS, West Chester University of Pennsylvania, 1975; MS, University of Pennsylvania, 1989
• Monte F. Hancock, Jr., BA, Rice University, 1976; MS, Syracuse University, 1977
• Laura J. Hansen-Brown, BA, Messiah College, 1988; MBA, St. Joseph's University, 2000; JD, Widener University, 1992
• Teressa A. Harris, BS, University of Houston - Downtown, 1981; MED, Winthrop University, 1995; MA, Argosy University, 2001; PsyD, Argosy University, 2006
• Shawn O. Harris, BS, University of Central Florida; MBA, University of Phoenix, 2001; PhD, Nova Southeastern University, 2006
• Emile H. Hawkins, BPS, Barry University, 1992; MA, Oral Roberts University, 1995; DSL, Regent University, 2005
• Stanley H. Helm, BGS, University of Nebraska, 1974; JD, Creighton University, 1980
• Gregory P. Holder, BS, United States Military Academy, 1975; MBA, University of West Florida, 1978; JD, Stetson University, 1981
• Richard D. Horner, BA, Florida State University, 1978; MS, Florida Institute of Technology, 1990; MBA, Florida Institute of Technology, 1993
• Paulette M. Howlett, BABL, University of Nottingham, 1998; MBA, Webster University, 2002; PhD, Northcentral University, 2012
• William R. Huseman, Jr., BS, SUNY at Albany, 1997; JD, Florida Coastal School of Law, 2000
• Phyllis G. Ingram, BS, Florida State University, 1974; MS, University of North Florida, 1986; EdD, Nova Southeastern University, 1999
• John D. Jinkner, BBA, University of North Florida, 2000; MBA, University of North Florida, 2002; DBA, Jacksonville University, 2017
• Michael H. Johns, BSB, University of Central Florida, 1978; MBA, University of Central Florida, 1980
• David J. Kallus, Jr., BS, Webber University; MS, Webster University; Cert, University of Central Florida, 2006; MA, Webster University
• Abdussalam A. Khan, BS, American Sentinel University, 2004; MBA, University of Phoenix, 2006; PhD, Capella University, 2010
• Myrna L. Kozlowski, BBA, University of Houston - Downtown, 1988; JD, University of Houston - Downtown, 1991
• Donald E. Larsson, BA, University of Florida, 1963; MBA, Nova Southeastern University, 1984
Faculty

- Danny Lenhof, BBA, Fort Lauderdale College, 1979; MBA, Nova Southeastern University, 1997
- Leo A. Lennon, BS, Providence College, 1966; MA, Pepperdine University, 1977
- Karl Lieb, BA, Ohio State University, 1979; MA, Webster University, 2003; PhD, Barry University, 2014
- Norma K. Little, BS, College of St. Francis, 1976; MS, College of St. Francis, 1994
- Daniel A. LoPresto, BS, University of South Florida, 1997; MA, Webster University, 2003
- Kevin W. Marrone, BA, University of South Florida, 1997; MS, Nova Southeastern University, 2000
- Richard M. Marshall, BA, Gannon University, 1968; MA, Gannon University, 1972; EdD, West Virginia University, 1982; PhD, The University of Georgia, 1993
- Kimberly A. Martin-Donald, BS, University of Florida, 2000; MEd, University of Florida, 2005; EdS, University of Florida, 2005; PhD, University of Florida, 2010
- Steven R. McDonal, BA, University of Central Florida, 1988; MA, University of Central Florida, 1992
- Brian E. McElvee, BSBA, Widener University, 1991; MPA, Troy University, 1993; PhD, Walden University, 2010
- Kim S. McManus, AB, West Virginia University, 1979; MA, The Pennsylvania State University, 1982; PhD, George Washington University, 1995
- Mark D. Meadows, BS, Florida Southern College, 2009; MS, Webster University, 2010; MBA, Webster University, 2019
- Mary L. Mercurio, BA, Rutgers, The State University of New Jersey, 1977; MBA, Rutgers, The State University of New Jersey, 1980; PhD, Barry University, 2009
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- Carlos Negron, BBA, University of Puerto Rico, Rio Piedras Campus, 1973; MBA, Houston Baptist University, 1979
- Jose M. Nieves, BS, Embry-Riddle Aeronautical University, 1990; MAS, Embry-Riddle Aeronautical University, 2004; MBAA, Embry-Riddle Aeronautical University, 2004; PhD, Northcentral University, 2014
- William B. Noffsinger, BA, University of Florida, 1974; MS, University of Florida, 1984
- Robert J. Nolan, BS, University of Florida, 1985; MA, University of South Florida, 1989; PhD, Gordon University, 2005
- Verna K. Omanwa, BA, Warner Southern University, 2000; MBA, Warner Southern University, 2002; DBA, Argosy University, 2010
- Donavan L. Outten, BS, Bethune-Cookman College, 1996; MS, Barry University, 1998; EdD, Nova Southeastern University, 2006
- J. Timothy Pancake, BA, Golden Gate University, 1975; MA, Pepperdine University, 1982
- Darrell J. Parsons, BS, University of Tennessee, 1985; MS, University of Tennessee, 2019; DSL, Regent University, 2014
- Jose R. Perez, BA, Ottawa University, 1988; BS, University of South Florida, 2001; MBA, Nova Southeastern University, 2003; EdD, Nova Southeastern University, 2011
- Richard V. Perrone, BS, Regis University, 1993; BA, Saint Leo University, 2001; MHRL, University of Oklahoma, 1994; PhD, Capella University, 2007
- Kenneth G. Perry, BGS, Jacksonville University, 1996; MBA, Jacksonville University, 1997
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- Jeffrey N. Peterson, BS, United States Military Academy, 1981; MS, Boston University, 1988; JD, University of Maryland, Baltimore, 1993
- Michael R. Plummer, BS, Tennessee Technological University, 1967; MS, New York University, 1969; MS, New York University, 2001; MS, Pepperdine University, 1996
- Margaret M. Powell, BA, Benedictine University, 1978; MBA, University of Chicago, 1980
- Eric L. Provost, BS, Eastern Kentucky University, 1980; MS, Eastern Kentucky University, 1982; MFS, George Washington University, 1990
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- Garrett Rathgeber, BS, Eastern Kentucky University, 1983; MS, West Chester University of Pennsylvania, 1996; DMgt, University of Phoenix, 2009
- George A. Reid, Jr., BS, Fairmont State University, 1969; MA, University of South Florida, 1973; PhD, Florida State University, 1984
- Sina Rezaei, BBA, University of North Florida, 2001; MBA, University of North Florida, 2005
- Kathleen Rich-New, BS, Kansas State University, 1974; MBA, University of North Texas, 1993; MMgt, University of Dallas, 1998
- Bruce A. Robertson, BM, University of North Texas, 1979; MS, University of North Texas, 1986
- D. Paul Rodriguez, BS, Central Michigan University, 1984; MA, Wayne State University, 1991; PhD, Walden University, 2007
- Ervin Rodriguez, BS, Austin Peay State University, 1999; MS, Nova Southeastern University, 2004; EdD, Nova Southeastern University, 2014
- James A. Rogowski, BBA, University of Toledo, 1973; MSA, Central Michigan University, 1994; PhD, Walden University, 1999
- William R. Ruth, BS, University of Phoenix, 2007; MBA, University of Phoenix, 2008
- Drew Sappington, BA, University of Florida, 1965; MA, University of Kentucky, 1968; PhD, University of Kentucky, 1972
- Jason C. Scarlata, BS, University of Tampa, 1968; MA, Webster University, 1993; PhD, Walden University, 2001
- Deborah P. Scrambling, BS, Nova Southeastern University, 1991; MS, Nova Southeastern University, 1994
- Michael D. Segreaves, BA, Columbia College, 2012; MS, Webster University, 2018
- Jeffrey Seward, BA, Columbia College, 1991; MPA, California Lutheran University, 1995
- Jaichand Sewkarran, BPS, SUNY Empire State College, 1994; MST, Iona College, 1996; MBA, Iona College, 1998; MBA, Touro University, 2005; PhD, Capella University, 2008
- Susan N. Sharum, BS, Rollins College, 1993; MA, Webster University, 2001; PhD, Barry University, 2011
- Helen R. Singh-Benn, BS, University of Florida, 1995; BS, University of Florida, 1996; MS, Troy University, 1998; PhD, Barry University, 2005
- Chevis J. Smith, BS, Southern Illinois University Carbondale, 1990; MA, Webster University, 1993; MA, Liberty University, 2009; PhD, Capella University, 2016
- Nevine K. Snyder, BAE, University of Florida, 1978; MEd, University of Florida, 1980; EdD, University of Florida, 1980; PhD, University of Florida, 1988
- Edward C. Soistman, Jr., BS, United States Air Force Academy, 1965; MS, Northeastern University, 1971; MS, University of Central Florida, 1979
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution and Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haya Soya</td>
<td>Florida Institute of Technology, 2005; MS, Florida Institute of Technology, 2007; PsyD, Florida Institute of Technology, 2010</td>
</tr>
<tr>
<td>Michael L. Stanley</td>
<td>Saint Leo University, 1979; MS, Troy University, 1986; PhD, Capella University, 2012</td>
</tr>
<tr>
<td>Lloyd H. Stebbins</td>
<td>Bucknell University, 1965; MA University of Phoenix, 2000; PhD, Trident University International, 2008</td>
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<tr>
<td>Laura A. Steigelman</td>
<td>Jacksonville University, 1986; MABA, Nova Southeastern University, 1990</td>
</tr>
<tr>
<td>Kenneth E. Stephens</td>
<td>Saint Leo University, 1993; MPA, Troy University, 1995; MA, Liberty University, 2014; PhD, Walden University, 2004</td>
</tr>
<tr>
<td>Jerald D. Stubbs</td>
<td>The University of Georgia, 1967; JD, Harvard University, 1970</td>
</tr>
<tr>
<td>Ellen A. Suarez Pinzas</td>
<td>University of Central Florida, 2002; MA, Argosy University, 2006; PsyD, Argosy University, 2009</td>
</tr>
<tr>
<td>Kareem A. Tannous</td>
<td>BBA, Jacksonville University, 2010; MABA, Jacksonville University, 2012; DBA, Walden University, 2018</td>
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<tr>
<td>Allison J. Turner</td>
<td>Park University, 2001; MABA, Amberton University, 2003; PhD, Northcentral University, 2015</td>
</tr>
<tr>
<td>Steven C. Van Gelder</td>
<td>Saint Bonaventure University, 1977; MSED, Saint Bonaventure University, 1984; MPA, Old Dominion University, 1992; DRAD, Breining Institute, 2004</td>
</tr>
<tr>
<td>Stephen M. Vaughn</td>
<td>Southern Illinois University Carbondale, 1996; MSED, Old Dominion University, 2007; EdD, Capella University, 2014</td>
</tr>
<tr>
<td>Stephanie J. Vavilala</td>
<td>Drury University, 1997; MA, Webster University, 1998; EdD, Nova Southeastern University, 2007</td>
</tr>
<tr>
<td>Frank S. Vorlick</td>
<td>Boston College, 1977; MBA, Columbia University, 1981</td>
</tr>
<tr>
<td>Leon J. Wallace</td>
<td>University of North Alabama, 1973; MBA, University of North Alabama, 1977; EdD, University of Alabama, 1994</td>
</tr>
<tr>
<td>Robert J. Walters</td>
<td>Mansfield University of Pennsylvania, 1973; MS, Florida Institute of Technology, 1986</td>
</tr>
<tr>
<td>Sandra S. Weiss</td>
<td>University of South Florida, 2006; MABA, Saint Leo University, 2015</td>
</tr>
<tr>
<td>Cheryl H. Whitmore</td>
<td>Marycrest College, 2001; MA, Webster University, 2006; PhD, Barry University, 2014</td>
</tr>
<tr>
<td>Berney J. Wilkinson</td>
<td>University of South Florida, 1998; MA, University of South Florida, 2000; EdS, University of South Florida, 2003; PhD, University of South Florida, 2005</td>
</tr>
<tr>
<td>C. Mark Willett</td>
<td>Humboldt State University, 1994; MABA, University of Phoenix, 2004</td>
</tr>
<tr>
<td>Sandra R. Wilson</td>
<td>Saint Leo University, 1995; MA, Webster University, 1997; MABA, Saint Leo University, 2003</td>
</tr>
<tr>
<td>Sandra R. Wise</td>
<td>Valdosta State University, 1968; MS, Auburn University, 1989; PsyD, Florida Institute of Technology, 1995</td>
</tr>
<tr>
<td>Kristin D. Woodling</td>
<td>University of Florida, 2002; MA, University of Central Florida, 2007</td>
</tr>
</tbody>
</table>

To view the leadership teams, please visit the individual campus website for Jacksonville, Naval Air Station Jacksonville, Lakeland, Melbourne, Ocala, Orlando and St. Petersburg.

**Georgia**

- John N. Atkinson, BS, Voorhees College, 1999; MA, Webster University, 2000; MA, Webster University, 2000; MABA, Webster University, 2005; MA, Webster University, 2012; MA, Webster University, 2013
- David Avery, Jr., BBA, Georgia Southern University, 2001; MS, University of Phoenix, 2003; MS, Kennesaw State University, 2006
- Samuel L. Boulware, BS, University of Phoenix, 2010; MABA, University of Phoenix, 2012
- George D. Bratcher, BS, Austin Peay State University, 2002; MABA, Trident University International, 2009
- Stacey N. Brown, BS, Hunter College, 1999; MABA, Florida Institute of Technology, 2011
- Salvatore J. Buzzurro, BS, Regents College of the University of the State of New York, 1999; MA, Webster University, 2002; PhD, Capella University, 2004
- Mary P. Campbell, BAS, Troy University, 1988; MA, Webster University, 2005; MABA, Webster University, 2006
- Nestor L. Collins-Senaha, BA, University of Central Florida, 1990; MA, U.S. Naval War College, 2005
- Cheryl V. Cornwell Tatau, BS, American InterContinental University, 1982; MABA, American InterContinental University, 2009; DBA, Argosy University, 2014
- Sheiva Daddkhah, BS, Columbia College, 2016; MBA, Georgia Southern University, 2017
- John D. Decker, BA, Eastern University, 1991; MBA, Eastern University, 2003
- Deane A. Desper, BSc, National-Louis University, 2004; MBA, South University, 2011; DBA, Walden University, 2014
- Mendi S. Drayton, BA, Duke University, 2000; JD, University of South Carolina, 2006
- Douglas J. Fine, BA, University of San Francisco, 1980; MBA, Tulane University, 1991
- David B. Funk, BS, Southern Illinois University Carbondale, 1995; MABA, University of Phoenix, 2014
- Heather E. Gordon, BA, University of Virginia, 2001; MBA, Mercer University, 2008
- William R. Griffin, Jr., BCVE, Georgia Institute of Technology, 1970; MS, Northeastern University, 1974; MS, Pepperdine University, 1978; JD, Suffolk University, 1978
- David P. Henderson, BS, Georgia Institute of Technology, 1981; MBA, Georgia State University, 1983; MHA, Georgia State University, 1985
- Dewey T. Huckabee, BS, Limestone College, 2006; MS, Nova Southeastern University, 2009
- Gregory R. Jacobs, BA, Duke University, 1974; JD, Emory University, 1979
- Sandra Jenkins, BS, Georgia Southern University, 1996; MEd, Georgia Southern University, 1998; EdS, Georgia Southern University, 2003; EdD, Georgia Southern University, 2006
- Keenan D. Johnson, BBA, Augusta State University, 2004; MBA, Troy University, 2006
- Jarrod Z. Jordan, BS, University of Maryland University College, 2009; MS, University of Maryland University College, 2013
- LeVette Lanier, BA, Saint Leo University, 1996; MSA, Central Michigan University, 2000
- Donna G. Lee, BS, Columbia College, 2003; MA, Webster University, 2009
- Justin V. McCartney, BBA, Georgia Southern University, 2004; MACct, Georgia Southern University, 2013
- Edward T. Milligan, BA, Northwestern State University, 1981; MSA, Central Michigan University, 1995
- Mary-Ellen Noone, BAcc, George Washington University, 1991; JD, University of Baltimore, 1998
- Victor A. Oladapo, BBA, Clayton State University, 1996; MPA, Troy University, 1999; DBA, Argosy University, 2011
- Chandra L. Porter, BBA, Savannah State University, 1993; BBA, Georgia State University, 1997; MA, Webster University, 2003; MS, Walden University, 2012; PhD, Walden University, 2017
- Bryan T. Shaw, BS, Upper Iowa University, 2003; MBA, University of Phoenix, 2007; DBA, Walden University, 2012
- Steven F. Simmons, BA, University of South Carolina, 1995; MBA, Brenau University, 2002; EdD, Northeastern University, 2013
- Doretha L. Smith, BA, Saint Martin's College, 1996; MHRL, University of Oklahoma, 1999; MBA, Strayer University, 2010; PhD, Capella University, 2016
Illinois

- Jocelyn L. Steward, BS, University of Georgia, 2002; MS, Troy University, 2003; PhD, University of Alabama, 2014
- Yvette R. Stewart, BS, Brewn-Parker College, 2001; MBA, Georgia Southern University, 2003
- Laverne E. Streeter, AB, Washington University, 1977; MS, University of Massachusetts, 1991; MS, Troy University, 2011
- Gregory M. Taylor, BA, University of South Carolina, 2004; MA, American Public University, 2009; MAT, University of South Carolina, 2005
- Hawthorne E. Welcher, Jr., BA, Morehouse College, 1998; MS, Southern Wesleyan University, 2007
- Lynne J. Weldon, BS, College of Charleston, 1976; MA, Webster University, 2000
- Janie M. Williams, BS, DeVry University, 2000; MIS, Keller Graduate School of Management, 2006
- Byron A. Woodard, BS, Georgia Southern University, 1990; MSA, Central Michigan University, 2003; PhD, Walden University, 2010

- Sharon C. Allen, BS, Jackson State University, 1995; MBA, Bradley University, 1998
- Frank P. Armato, BS, Jackson State University; MBA, Roosevelt University, 1995
- R. Bercovitz, BS, Northern Illinois University, 1974; MPA, DePaul University, 1978
- Benjamin M. Brink, BS, Stanford University, 1980; MS, Stanford University, 1980; MBA, Harvard University, 1982; MSS, United States Army War College, 2006
- Anthony O. Buffamante, MS, American Public University, 2013
- Claude L. Council III, BA, University of South Florida, 1991; MS, Nova Southeastern University, 2001; PhD, Nova Southeastern University, 2006
- Mark S. Covault, BS, Northern Illinois University, 2008; MS, Northern Illinois University, 2011
- Rickey E. Cox, BS, University of Idaho, 1981; BA, University of Saint Mary, 1997; MPA, University of Colorado Colorado Springs, 1988; MA, Northeastern Illinois University, 2000; PhD, Walden University, 2011
- Mark A. Dalle, BSOE, Wayland Baptist University, 1992; MA, Webster University, 1999
- Thomas J. Fitzpatrick, BA, DePaul University, 1976; MBA, Dominican University, 1987
- Justin J. Formosa, BS, Florida International University, 2013; MS, University of Central Florida, 2015
- Brian K. Frederking, BA, McKendree University, 1990; MA, Syracuse University, 1994; PhD, Syracuse University, 1998
- Lee E. Goldberg, BA, Loyola University of Chicago, 1985; MS, National-Louis University, 1993
- Vernon J. Grubisch, BA, Southern Illinois University Carbondale, 1970; MA, Northwestern University, 1973; MBA, DePaul University, 1980
- Richard A. Gusewelle, BS, Southern Illinois University Carbondale, 1972; MA, University of Illinois at Springfield, 1974
- Scott A. Herbst, BA, North Central College, 1996; MA., University of Nevada, Reno, 2004; PhD, Panola College, 2009
- Michelle L. Luraschi, BA, Truman State University, 1994; MEd, University of Missouri-Saint Louis, 1996
- Edward B. McCabe, Jr., AB, Saint Louis University, 1967; MSA, Saint Louis University, 1978
- George R. McClintick, BS, University of Rhode Island, 1964; MPA, University of Chicago, 1980
- Matthew P. McCormick, BS, University of Virginia, 1988; MBA, Lake Forest School of Management, 1999; MS, DePaul University, 2005
- Jennifer L. Merritt, BSB, University of Phoenix, 2000; MS, University of Phoenix, 2002; EdD, Nova Southeastern University, 2007
- Thomas M. Mirabile, BA, Northern Illinois University, 1972; MA, Northeastern Illinois University, 1974; LLM, DePaul University, 2003; JD, Oklahoma City University, 1975
- W. Walter Misiak, BS, University of Arkansas at Pine Bluff, 1982; MS, Long Island University, 1985
- Larry W. Mohl, BA, Valparaiso University, 1969; MA, Webster University, 1983; JD, University of Missouri-Columbia, 1976
- Stephen M. Parker, BS, University of Louisiana, 1984; MBA, Webster University, 2004; DDS, Louisiana State University, 1985
- Todd E. Petty, BS, Illinois State University, 1989; MS, National-Louis University, 1996
- William R. Powell, Jr., BSOE, Wayland Baptist University, 1994; MA, Webster University, 1996; PhD, Walden University, 2006
- David B. Ratliff, BSL, Western State University College of Law, 1977; MS, Troy University, 1991; JD, Western State University College of Law, 1979
- Kenneth M. Roth, BA, Hofstra University, 1975; JD, Hofstra University, 1979
- William A. Schleckser, BS, University of Phoenix, 1994; MS, Troy University, 2002; DMgt, Webster University, 2019
- Diane Skubinna, BA, University of Northern Iowa, 1983; MS, University of Central Missouri, 1995; PhD, Capella University, 2011
- Tina M. Smigieliski, AB, University of Illinois at Urbana-Champaign, 1991; MBA, Webster University, 2011; MEd, University of Illinois at Chicago, 1995
- William M. Smith, BS, William Carey College, 1982; MBA, William Carey College, 1984; MS, University of Southern Mississippi, 1986; DMgt, Webster University, 2020
- Kevin K. Spradling, BA, University of Oklahoma, 1976; MS, University of Central Missouri, 1978; LLM, McGill University, 1989; JD, Saint Louis University, 1982
- Frank N. Tempia, BS, Southern Illinois University Edwardsville, 1971; MBA, Washington University, 1993; MIM, Washington University, 1993
- Victor S. Tidball, BS, Regis University, 1984; MA, Webster University, 1998
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- Michael K. Williams, BS, Embry-Riddle Aeronautical University, 1997; MA, Webster University, 2000; DMgt, Webster University, 2009
- W. Ken Woo, BS, Loyola University; MS, DePaul University, 1995; MBA, Lake Forest School of Management, 2001; EdD, Benedictine University, 2013

Kansas

- Kent L. Adams, BS, Kansas State University, 1979; MBA, Wichita State University, 1989
- Randall M. Amos, BA, Wichita State University, 1977; MBA, Wichita State University, 1994
- David A. Anderson, BS, University of Wisconsin-River Falls, 1983; MA, Webster University, 1987; DBA, United States International University, 1993
- Frank P. Armato, BA, William Jewel College; EMBA, Benedictine College, 2002
- Joseph G. Babb, AB, Bowdoin College, 1973; MPA, Clark University, 1978; MA, University of Kansas, 1998; PhD, University of Kansas, 2012
Faculty

- Anthony K. Baker, BS, University of South Carolina - Columbia, 1994; MS, Kansas State University, 2014; MA, Webster University, 2015; MS, Webster University, 2017
- Brenda J. Benson, BA, Oklahoma State University, 1998; MA, University of Mississippi, 2002; PhD, University of Mississippi, 2005
- Roger H. Bonner, BSCJ, Colorado Technical University, 2006; MS, Capella University, 2008; PhD, Capella University, 2012
- Kenneth E. Bradley, BS, Upper Iowa University, 2002; MA, Webster University, 2004
- Patrick J. Cahill, AB, Benedictine College, 1970; JD, Washburn University, 1976
- Vincent J. Carlisle, BA, University of Washington, 1987; MPA, Troy University, 2000
- James A. Chladek, BBA, St. Mary's University, 1977; MBA, University of Nebraska-Lincoln, 1979
- Stephen A. Flanagan, BS, University of Illinois at Urbana-Champaign, 1971; MS, Florida Institute of Technology, 1979; MS, Kansas State University, 1985
- Ryan D. Gant, BS, University of Kansas, 1998; MBA, Webster University, 2009
- Dean B. Gilbert, BS, United States Air Force Academy, 1984; MBA, University of Phoenix, 1994
- Wayne E. Hakes II, BPA, Park University, 2004; MA, Webster University, 2014
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- Alan E. Moore, BSEd, Ohio University, 1973; MEd, Boston University, 1993
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- Kailah M. Murry, BAA, Midwestern State University, 2004; MS, National Intelligence University
- Patrick E. Proctor, BS, Purdue University, 1994; MMAS, U.S. Army Command and General Staff College, 2006; MSS, United States Army War College, 2017; PhD, Kansas State University, 2014
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• David A. Black, BM, Webster University, 1989
<table>
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<tr>
<th>Name</th>
<th>Degree Details</th>
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<tbody>
<tr>
<td>Douglas A. Blair</td>
<td>BAS, Cornell University, 1989; MHA, Saint Louis University, 1999; MHA, Webster University, 2014; MBA, Webster University, 2018; JD, Indiana University Bloomington, 1992</td>
</tr>
<tr>
<td>Courtney R. Boddie</td>
<td>BSBA, Washington University, 2011; MEd, University of Missouri-Saint Louis, 2013</td>
</tr>
<tr>
<td>Carolyn A. Bogacz</td>
<td>BA, Truman State University, 1992; MS, Iowa State University, 1994</td>
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<tr>
<td>Ahzad H. Bogosian</td>
<td>BFA, Fontbonne University, 1974; MFA, Fontbonne University, 1988</td>
</tr>
<tr>
<td>Victoria C. Bohrer</td>
<td>BS, Tarikio College, 1982; MBA, Webster University, 2003; DMgt, Webster University, 2007</td>
</tr>
<tr>
<td>Juraj Bohus</td>
<td>associate professor; BA, Academy of Music and Dramatic Arts, 1995; MA, Southern Illinois University Carbondale, 1997; MFA, Southern Illinois University Carbondale, 2002</td>
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<tr>
<td>Michael J. Boland</td>
<td>BS, Rockhurst University, 1980; MBA, University of Missouri-Columbia, 1982</td>
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<tr>
<td>David D. Boltz</td>
<td>BA, Wayne State University, 1978; MS, Purdue University West Lafayette, 1979</td>
</tr>
<tr>
<td>Douglas M. Booker</td>
<td>BSEd, University of Central Missouri, 1978; MS, Troy University, 1986</td>
</tr>
<tr>
<td>Diana M. Bourisaw</td>
<td>BS, Truman State University, 1977; MA, Truman State University, 1978; PhD, Iowa State University, 1988</td>
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<tr>
<td>Michael S. Bowersox</td>
<td>BS, University of Central Missouri, 1973; MS, University of Central Missouri, 1979; MS, University of Central Missouri, 1980</td>
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<tr>
<td>David L. Bowman</td>
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</tr>
<tr>
<td>Willie Dell C. Bowman</td>
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</tr>
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</tr>
<tr>
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<td>Michael B. Boyd</td>
<td>BA, Jacksonville University, 1971; MBA, University of North Florida, 1979</td>
</tr>
<tr>
<td>Marie T. Bracciale</td>
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</tr>
<tr>
<td>Gene D. Bradford</td>
<td>BM, Eastman School of Music, 1989; EMBA, Washington University, 2008</td>
</tr>
<tr>
<td>Donna O. Bradley</td>
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</tr>
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</tr>
<tr>
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<td>Delbert C. Brasshares</td>
<td>BS, Bowling Green State University, 1979; MS, Troy University, 1981; MS, University of Southern Mississippi, 1987</td>
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</tr>
<tr>
<td>David Brennan</td>
<td>professor emeritus; BE, Royal Military College, 1970; MAS, University of Toronto, 1972; MBA, University of Ottawa, 1984; PhD, Saint Louis University, 1992</td>
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• John J. Cousins, BA, Boston University, 1979; MBA, University of Pennsylvania, 1990
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Katarzyna Jagodzińska, MA, Uniwersity of Nice Sophia Antipolis, 2005; MA, University of Wrocław, 2005; JD, University of Wrocław, 2008
Aleksandra Jancikova, Diploma, University of Pristina, 1998; EMBA, University of Sheffield, 2005
Dominique Jolly, MA, University of Reims, France, 1984; DEA, Universite de Provence, Aix-en-Provence, France, 1985; PhD, Universite de Provence, Aix-en-Provence, France, 1990
Judit Kozenkow, MA, Corvinus University, Budapest, 2008; PhD, Corvinus University, Budapest, 2012
Pal L. Kukorely, MA, University of Geneva, 1960; Diplome, Luxembourg International University of Comparative Sciences, 1962
Patricia Laedermann-Louwagie, MA, Webster University, 1999; Diploma, University of Geneva, 2003; Certificate, Association Suisse de Therapies Familiales et Interventions Systemiques, 2007
Fernando A. Lagrana, MBA, Webster University, 1995; DBA, Grenoble University, France, 2013
Alexandre Lambert, BA, University of Zurich, 1997; Certificate, Graduate Institute, Geneva, 1999; PhD, Graduate Institute, Geneva, 2006
Francoise V. Maillard, Diploma, Bon Secours, 1969; MSC, University of Rhode Island, 1978; PhD, Royal Melbourne Institute of Technology, 2010
Erik Mansager, BA, Saint Thomas Theological Seminary, 1977; MA, University of Arizona, 1981; PhD, Catholic University of Leuven, 1998
Thea Marais, Diploma, University of Cape Town, 1978; BS, University of Cape Town, 1985; BA, University of Cape Town, 1986; MA, University of Cape Town, 1989
Carlo Maria Marenghi, MA, University of Milan, 1982; PhD, University of Catania, 1987
Mina Michal, BS, University of Neuchatel, 1968; MS, University of Toronto, 1970; PhD, University of Cambridge, 1977
Loredana Mihalca, Universitatea Babes-Bolyai, Romania, 2002; MA, Universitatea Babes-Bolyai, Romania, 2003; PhD, Universitatea Babes-Bolyai, Romania, 2011
Michael D. O’Neill, BS, Louisiana State University, 1968; MBA, University of New Orleans, 1977
Peter Osterman, BA, Concordia University, 1977; Diploma, McGill University, 1980
Michelle Paserman, BA, Tel Aviv University, 1996; MBA, Tel Aviv University, 2000
Susanne Peters, MA, University of Hamburg, 1983; PhD, European University Institute, Florence, 1989
Francis Piccand, MA, University of Fribourg, 1984; MA, University of Fribourg, 1984; PhD, Graduate Institute of International Studies, 1990
Robert Piller, BA, University of Notre Dame, 1977; MBA, University of Virginia, 1982
John Pirri, BS, Emerson College, 1962; MA, State University of New York, 1966; PhD, University of Wisconsin, 1971
Marcello Puca, BA, Naples, Italy, 2009; MS, Naples, Italy, 2010; MA, Toulouse, France, 2011
Tammy Rosso, BA, University of Pittsburgh, 1990; MA, University of Pittsburgh, 1992
Francois Rubio, MA, Paris Nanterre, 1973
Betty Sacco German, MA, University La Sapienza, 1988; Diploma, Jung Institute, 2002
Michael M. Sakbani, LLB, Damascus University, 1982; PhD, New York University, 1970
Chitra Subrahmanian, BA, St. Xavier’s College, 1984; MS, Duquesne University, 1986; PhD, Purdue University, 1992
Jeanette Tartilio, BA, Rutgers, The State University of New Jersey, 1991; MA, Rutgers, The State University of New Jersey, 1997; MIS, Institut de Hautes Etudes Internationales, 1999
Roslyn Thomas, BA, University of Stellenbosch, 1978; MA, University of Witwatersrand, 1988; PhD, Oxford University, 2008
Eloise Tranchez, MA, Paul Cézanne University, France, 2005; PhD, Paul Cézanne University, France, 2012
• Michel Veuthey, Licence en droit, University of Geneva, 1965; PhD, University of Geneva, 1976
• Christian Viladent, Doctorate, University of Paris XI, 1985; MIBA, Nova Southeastern University, 2004
• Lammert Vrieling, MS, University of Groningen, 1993; PhD, University of Groningen, 1998
• Catalina Woldarsky Menseses, BA, York University, Canada, 2003; MA, York University, Canada, 2007; PhD, York University, Canada, 2012
• Flavia Zorzi Giustiniani, PhD, University of Teramo, Italy, 2006

Thailand

• Timothy G. Andrews, BS, London School of Economics, University of London, 1990; PhD, Brunel University, United Kingdom, 2001
• Jonathan L.H. Blaine, BA, Kent State University, 1992; MBA, Chaminade University, 1994; JD, Seton Hall Law School, 2000
• Ryan V. Guffey, BA, Lindenwood University, 2002; MA, Lindenwood University, 2003; MA, The Queen’s University of Belfast, 2003; PhD, Saint Louis University, 2009
• Ulrike Gulich, BBA, Graduate School of Business Administration, Zurich, 2006; MBA, Graduate School of Business Administration, Zurich, 2009; MBA, University of Maryland, 2009; PhD, California State University, 2015
• Scott A. Hipsher, BS, University of Maryland, 1998; MBA, Bangkok University, 2001; PhD, Capella University, 2006
• Jain V. James, BC, Deemed University, 1989; MBA, Assumption University, 1995; DBA, Ecole de Management, Grenoble, 1982
• Leslie Klieb, BSc, University of Amsterdam, 1972; MSc, University of Amsterdam, 1977; PhD, State University of Groningen, 1982
• Latifa Laghzali, BA, Universite Mohammed Ibn, 1981; MA, University of Kent, 1984; PhD, School of Oriental and African Studies, University of London, 1992
• David P. Meredith, BA, Exeter University, 1978; MA, The Open University, 2011; PhD, Assumption University, 2017
• Robin Ramcharan, BA, Queens University, 1989; MA, London School of Economics, University of London, 1990; PhD, Graduate Institute of International Studies, 1998
• Payyar Sangiumvibool, BBA, Ramkhamhaeng University, 1993; MA, Troy State University, 1999; PhD, Asian Institute of Technology, 2016
• Manouk Somakian, BS, University of La Verne, 1984; MA, London School of Economics, University of London, 1985; PhD, University of London, 1993
• Balaza Szant, BA, University Utara, Malaysia, 2010; MBA, Bangkok University, 2001; PhD, Capella University, 2006
• Johan Van Rooyen, BSc, University of Pretoria, 2001; MBA, Almeda University, 2006; PhD, Edinburgh University, 2009

Uzbekistan

• Dilafruz I. Abdumajidova, BA, Uzbekistan State World Languages University, 2004; MA, Uzbekistan State World Languages University, 2006
• Yayra Abduraimova
• Takhirina Akramova, BA, Samarkand State Institute of Foreign Languages, 2001; MA, Samarkand State Institute of Foreign Languages, 2003
• Sherzod Aktamov, BA, Tashkent State University of Economics, 2006; MIBA, Shanghai University, 2010; MA, Tashkent State University of Economics, 2011; DMS, Shanghai University, 2014
• Deniza Alieva, BA, National University of Uzbekistan, 2010; MA, University of Seville, 2012; MA, University of Seville, 2016; PhD, University of Seville, 2018
• Kamola Alimova

• Muzaffar Aripkohdjayev, BBA, Tashkent Financial Institute, 2000; MBA, Ashland University, 2013
• Gulbakhor Baoqeva, BA, University of World Economy and Diplomacy, 2005; MA, University of World Economy and Diplomacy, 2007
• Muhtor Bekmuratov, BS, Arizona State University, 2017; MA, Arizona State University, 2018
• Sanjar Djalalov, BA, Uzbekistan State World Languages University, 2012; MA, Webster University, 2019
• Shavkat K. Djuraev, BBA, Tashkent State Technical University, 1999; MBA, SUNY Binghamton, 2001
• Elnara Gulieva, BA, Samarkand State Institute of Foreign Languages, 2001; MA, Samarkand State Institute of Foreign Languages, 2003
• Oybek Imomov
• Omas Isakov, BA, University of World Economy and Diplomacy, 2005; MBA, Lincoln University California, 209
• Zebo Isakova, BA, Kokano State Pedagogical Institute, 1999; MA, Kokano State Pedagogical Institute, 1999; PhD, Tashkent State University, 2010
• Akbarjon Y. Karimdjanov, BA, Tashkent State University of Economics, 2010; MBA, Strayer University, 2013
• Svetlana Khan, Med, University of Exeter, 2003
• Otakes Khatamov
• Marija Lukac, BA, University of Belgrade, 2005; MA, University of Belgrade, 2009
• Marvin M. Maddox, BS, Purdue University, 1976; MA, Thurdischool of Global Management, 1984
• Miraziz Makhmudov, BS, Westminster International University, 2010
• Muhtasarhon Mamatvaliyeva, BA, Andijan State University, 2005; MA, National University of Uzbekistan, 2008; MA, Texas Tech University, 2009
• Nilufar E. Mukhammedova
• Anvar Nizamov, BA, Samarkand State University, 1998; MS, Sheffield Hallam University, 1999
• Shohista Nurbaveva, BA, Samarkand State University, 2003; MA, Samarkand State University, 2007
• Juyeon Oh, BA, Inha University, 2000; MBA, Inha University, 2004; PhD, Inha University, 2011
• G. Christopher O’Neill, BA, Muhlenberg College, 1983; MA, Catholic University of Lublin, 1989; MS, Oxford University, 2007; PhD, Cambridge University
• Ulrich Penzkofer, BA, University of Munich, 1983; MA, University of Munich, 1987
• Gordana Pesakovic, BS, University of Belgrade, 1982; MA, University of Belgrade, 1986; MSc, University of Belgrade, 1993; PhD, University of Belgrade, 1994
• Mamurjon M. Rahimov, BBA, Emory University, 1999; MA, University of Illinois, 2005
• Dilmurod M. Rasulev, PhD, Moscow Central Economical and Cybernetics Institution, 1997; DS, Tashkent State University of Economics, 2004
• Khoorsheid M. Sadikov
Advertising and Marketing Communications (MA)

This program is offered by the School of Communications. It is available online and at the St. Louis home campus.

Program Description

The master of arts (MA) in advertising and marketing communications is intended for students interested in advertising and marketing communications, with or without academic or professional experience in the field. This degree prepares inexperienced students for a successful career in advertising and marketing communications and provides experienced students with the additional theory and application necessary to advance in their careers.

Students entering this program with a strong educational background or a minimum of three years of relevant professional experience in this area may be eligible to waive one of the required core courses and should consult with a School of Communications academic advisor prior to registration to discuss their qualifications.

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:

• Utilize essential industry terminology, theories and principles to analyze an organization's situation from a marketing communications perspective.
• Determine appropriate advertising and marketing communications objectives, strategies and tactics that anticipate consumer trends and utilize traditional and new technologies in order to accomplish an organization's marketing communications goals.
• Develop strategic, multiplatform marketing communication programs that challenge conventional thinking and foster breakthrough advertising and marketing communication strategies.
• Evaluate the effectiveness of a marketing communications plan to accomplish an organization's goals.
• Distinguish the influences of culture and international practices on global advertising and marketing communications.

Program Curriculum

Students choosing this degree may focus on either advertising or marketing communications or both.

The course of study for students working toward an MA in advertising and marketing communications:

Core Courses (24 credit hours)

• MEDC 5000 Media Communications (Requisite Course) (3 hours)
• MEDC 5310 Media and Culture (3 hours)
• ADVT 5100 Strategic Principles of Advertising and Marketing Communication* (3 hours)
• MRKT 5000 Foundations of Marketing Strategic Thinking (3 hours)
• ADVT 5321 Advertising Decision-Making (3 hours)

Elective Courses (12 credit hours)

In addition to the eight core courses, MA students can choose four elective courses offered in 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 from outside the School of Communications should verify prerequisites with the appropriate school or college.

Admission

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

Send all admissions materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Applied Educational Psychology (MA)

This program is offered by the School of Education and is only available at the St. Louis home campus.

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 lifelong 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.

Learning Outcomes
Graduates of this program are able to:

- Demonstrate and apply knowledge of psychology to education in order to facilitate and inspire student learning and creativity, and to 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 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.

Program Curriculum
A total of 36 credit hours is required for this major. Degree-seeking majors in applied educational psychology will complete 21 hours of core courses and will fulfill the remaining 15 hours by either selecting one of the following three tracks or by choosing any combination of courses from the tracks:

- Educational Psychology (preparation for the EdS in school psychology)
- Fostering Resilience in "At Risk" Children and Youth*
- Immigrant and Refugee Children and Families*
* Students completing either of these two tracks are eligible to earn a graduate certificate of the same name. To gain the certificate, students must pay a second graduation fee.

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. 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.

All applied educational psychology students will take Intercultural Communications or Global Citizenship and Applied Educational Psychology so that they can further their understanding of human diversity and will have practice experiences in order to 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 the non-thesis or thesis track successfully complete a final reflections essay as part of their culminating course experience.

Core Courses (21 hours)
- EPSY 5001 Global Citizenship and Applied Educational Psychology (3 hours)
- or EPSY 5350 Intercultural Communications* (3 hours)
- EPSY 5390 Applied Statistics in Educational Psychology (3 hours)
- EPSY 5600 Practicum in Educational Psychology (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
- EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 6001 Integrated Studies in Applied Educational Psychology (for non-thesis track) (3 hours)
- or EPSY 6250 Thesis (for thesis track) (3 hours)

*EPSY 5350 is required for all certificates.

Elective Courses (15 hours)
Students can select to follow a single track based on their professional goals or can select courses from multiple tracks to fulfill this requirement.

Total: 36 credit hours

Track in Educational Psychology
Students wishing to pursue an educational specialist degree in school psychology will take the above listed core courses in addition to the track-specific courses below. These courses are designed to provide students with an informal focus on educational psychology and better prepare students for an EdS program in school psychology.

Please note, these courses will fulfill some of the requirements for Missouri certification as a school psychologist. In order to complete certification from the Department of Elementary and Secondary Education, students must complete the EdS program in school psychology.

Track-Specific Courses
- EPSY 5060 Psychoeducational Assessment I (3 hours)
- EPSY 5370 Counseling (3 hours)
- EPSY 5880 Psychology of Memory, Learning and Problem-solving (3 hours)
- EPSY 5911 Social and Personality Development: School Psychology (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)

Total: 36 credit hours

Track in Fostering Resilience in "At Risk" Children and Youth
Students whose chosen track is fostering resilience in "at risk" children will take the above listed core courses in addition to the track-specific courses below. This will result in the eligibility for a
Webster University graduate certificate in fostering resilience in "at risk" children and youth, in addition to the MA degree. To gain the certificate, students must pay a second graduation fee.

This track is devoted to "at risk" children and youth. This includes those who grow in adverse circumstances such as poverty, homelessness, wars and disasters, chronic family problems, or exposure to trauma and extreme stress. Common protective factors among "at risk" youth include high-quality relationships with parents and other caring adults as well as high intelligence and social-emotional skills. Other protective factors include effective and nurturing schools, community organizations and cultures. Students gain valuable knowledge and skills for their professional work. Promoting resilience in children and youth can lead to positive adaptation and outcomes for those young people whose lives are threatened by adversity.

**Track-Specific Courses**
- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY 5370 Counseling (3 hours) or EPSY 5290 Family Counseling (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5911 Social and Personality Development (3 hours)

**Total: 36 credit hours**

**Track in Immigrant and Refugee Children and Families**

Students whose chosen track is immigrant and refugee children and families will take the above listed core courses in addition to the track-specific courses below. This will result in eligibility for a Webster University graduate certificate in immigrant and refugee children and families, in addition to the MA degree. To gain the certificate, students must pay a second graduation fee.

The track 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.

**Track-Specific Courses**
- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)

**Total: 36 credit hours**

**Missouri State Certification in Gifted Education**

A valid Missouri teacher’s certificate and two years of teaching experience in required for state certification. In addition, the following courses are required for state certification. State certification is issued through Missouri’s Department of Elementary and Secondary Education.

- SPED 5860 Psychology of the Exceptional Student (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 5970 The Gifted Learner (3 hours)
- EPSY 5930 Screening, Assessing and Evaluating Gifted Students (3 hours)
- EPSY 5910 Curriculum and Instruction for the Gifted (3 hours)
- EPSY 5920 Meeting the Affective Needs of Gifted Children (3 hours)
- EPSY 5940 Systems Leadership: Gifted Program Planning and Evaluation (3 hours)
- EPSY 5601 Practicum in Gifted Education (3 hours)

**Total: 24 credit hours**

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

**Admission**

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

**Admission Requirements**

- Receipt of official transcripts from the baccalaureate-granting institution.
- Undergraduate cumulative GPA of 3.0 or higher.
- Essay.

**Send all admissions materials to:**

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

Or apply online at www.webster.edu/apply.

*Completed application files will be reviewed by the Graduate Department of Education.*

**Advancement to Candidacy**

After successfully completing 9 credit hours within the major (including one required course) with a B- or better, students are required to apply for advancement to candidacy. When they apply for advancement to candidacy, students write an essay and choose from the thesis track/non-thesis track options. More information about ATC is located in the School of Education policies section.

**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:

- EPSY 5001 Global Citizenship and Applied Educational Psychology (3 hours)
- EPSY 5350 Intercultural Communications (3 hours)


• EPSY 5600 Practicum in Educational Psychology (3 hours)
  or EPSY 5601 Practicum in Gifted Education (3 hours)
• EPSY 5390 Applied Statistics in Educational Psychology (3 hours)
  or EPSY 5800 Applied Research (3 hours)
• EPSY 5880 Psychology of Memory, Learning and Problem-solving (3 hours)
• EPSY 6250 Thesis (3 hours)
  or EPSY 6001 Integrated Studies in Applied Educational Psychology (3 hours)

The remaining three elective courses (9 hours) should be selected in consultation with the directors of applied educational psychology.

**Arts Management and Leadership (MFA)**

This program is offered by the Leigh Gerdine College of Fine Arts and is only available at the St. Louis home campus.

**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 credit 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
• 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 admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

**Advancement to Candidacy**

Admission to the program constitutes advancement to candidacy.

**Biomedical Sciences (MS)**

This program is offered by the College of Arts & Sciences and is only available at the St. Louis home campus.

**Program Description**

The graduate program offers a master of science in biomedical sciences degree through which students can pursue multiple career opportunities (medical, dental, veterinary, pharmacology, etc). The program, built on graduate core requirements, is designed with consideration of the individual career goals of the student in health science and research programs.

Education at the graduate level is an expansion of the knowledge attained from undergraduate studies. Graduate education at Webster University encourages the development of theoretical knowledge and critical thinking skills. The sciences are dynamic and require a dedication to continued educational endeavors to stay abreast of current theory and changes presented through research.

The curriculum spans one year of continuous, full-time enrollment starting every Summer term with an annual application deadline of April 15th. Classes are held during the day.

**Quality Outcomes**

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

• Demonstrate a deep and integrated understanding of the biological sciences and their implication to the advancement of health and biomedical science.
• Employ critical analysis and reasoning skills and the application of these skills to the design and execution of scientific inquiry relevant to specific biomedical disciplines.
• Generate and effectively communicate scientific knowledge relevant to specific biomedical disciplines (medical, dental, pharmaceutical, etc).
• Develop a commitment to life-long learning and career pursuits within health and biomedical science disciplines.
• Foster a commitment to health equity and ethics.
Program Curriculum

Required Courses (30 Credit Hours)

- CHEM 7500 Biochemistry (3 hours)
- BIOL 7200 Advanced Anatomy and Physiology I (4 hours)
- BIOL 8000 Advanced Anatomy and Physiology II (4 hours)
- BIOL 8100 Advanced Anatomy and Physiology III (4 hours)
- BIOL 7500 Immunology (3 hours)
- BIOL 7600 Cell Biology (3 hours)
- BIOL 7800 Microbiology (3 hours)
- BIOL 8400 Advanced Pathophysiology (3 hours)
- DNAP 7900 Pharmacology I (3 hours)

In addition, the student chooses at least 6 credits of elective courses from the following list:

- DNAP 8700 Pharmacogenomics (2 hours)
- DNAP 6400 Population Health and Epidemiology (2 hours)
- DNAP 7000 Advanced Health Assessment (4 hours)
- DNAP 8220 Health Care Informatics (2 hours)
- DNAP 8420 Organizational and Systems Leadership in Health Care (3 hours)
- DNAP 8240 Health Care Policy Analysis and Advocacy (3 hours)
- DNAP 8430 Health Administration Law and Ethics (3 hours)
- DNAP 8230 Politics and Economics of Health Care (3 hours)
- SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)

General Requirements

Academic Performance

Students must earn a minimum cumulative GPA of 3.0 during the course of study and are permitted only one course grade of C.

General Requirements

Due to the 12 month, continuous cohort enrollment 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 from the program director.

Students in the program are subject to the policies and procedures for graduate studies for Webster University.

Continuous Enrollment

Graduate students enrolled in the MS in biomedical sciences program must maintain continuous enrollment, or request special permission from the program director.

Admission

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

Admission Requirements

Requirements for admission to the MS in biomedical sciences program include:

- Bachelor’s degree and minimum 3.0 GPA on a 4.0 scale.
- Completion of at least 16 credit hours of courses in biological sciences, including microbiology, anatomy and physiology, organic chemistry, physics and statistics.
- Statement of Purpose.

Application Process

Submit all of the following documents to the Office of Admission by April 15th for enrollment in the subsequent Summer term; address is below.

- A completed MS in biomedical sciences program application, submitted online.
- A non-refundable application fee.
- Official transcripts from all universities, colleges and professional schools.
- A one-page Statement of Purpose explaining why you have chosen to pursue biomedical sciences, including any relevant information you would like the Admissions Committee to consider regarding your career goals.
- Prerequisite Review Worksheet.

Send all admissions materials to:

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

Business and Organizational Security Management (MA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

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.

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

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques and theories used in the field of business and organizational security management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques and theories used in the field of business and organizational security management when analyzing complex situations.
- Students will be able to effectively integrate important facts, concepts, principles and theories used in business and organizational security management when developing solutions to multifaceted business and organizational security management problems in complex situations.
Program Curriculum

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

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

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/MA in Business and Organizational Security Management

54 to 57 Credit Hours

Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- SECR 5000 Security Management (3 hours)
- SECR 5010 Legal and Ethical Issues in Security Management (3 hours)
- SECR 5020 Security Administration and Management (3 hours)
- SECR 5030 Business Assets Protection (3 hours)
- SECR 5060 Emergency Planning (3 hours)
- SECR 5080 Information Systems Security (3 hours)
- SECR 5090 Behavioral Issues (3 hours)
- SECR 6000 Integrated Studies in Security Management (3 hours)

Admission

Students who are interested in applying to either of these programs should see the Admission section of this catalog for general requirements.

Send all admissions materials to:

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

Applicants to the business and organizational security management (MA) must have completed a business or business-related undergraduate degree meeting the following criteria:

- University/college is regionally accredited
- The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Applicants who do not meet these qualifications must do one of the following:

- Successfully complete BUSN 5000.
  - Note: BUSN 5000 will count as an elective in the program. This option is only available for students who are required to take BUSN 5000.
- Complete all of the following undergraduate courses (or their equivalents) with a grade of C- or better (17 credit hours total, not including individual course prerequisites:
  - MNGT 2100 Management Theory and Practices
  - ACCT 2010 Financial Accounting
  - BUSN 2750 Introduction to Statistics
  - ECON 2000 Survey of Economics
  - MNGT 2500 Marketing
  - BUSN 3500 Business and Global Issues
  - BUSN 4500 Ethical Issues in Business

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Communications Management (MA)

This program is offered by the School of Communications. It is available online, at the St. Louis home campus and at the Geneva campus.

Program Description

The master of arts (MA) 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.

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 professional experience in a communications-related field. A student may be required to enroll in 6 hours
of prerequisite undergraduate course work. 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.

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

- Apply communications strategically to specific organizational issues or challenges.
- Apply project management skills within a communications framework.
- Recommend solutions to communications problems.
- Develop effective working strategies with creative and technical experts.
- Design 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 elective courses from various business and management disciplines.

The course of study for students working toward 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) (3 hours)
- MEDC 5300 Strategic Communications (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- PBRL 5323 Organizational Communications (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5400 Media Production Management (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)

Elective Courses (15 credit hours)

In addition to the seven core courses, MA students can choose five elective courses offered in 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 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 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 or professional experience in media communications.

The required courses and electives may be taken as directed studies, subject to the conditions stated in Directed Studies under the Academic Policies section of this catalog and approved by the chair of the Department of Communications and Journalism and the dean of the School of Communications. 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.

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Advancement to Candidacy
Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Counseling (MA)

This program is offered by the College of Arts & Sciences. It is available at the St. Louis home campus, at the Geneva campus and at select U.S. campuses. The emphasis in clinical mental health counseling is also available online. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description
The mission of the Webster University graduate professional counseling degree program is to provide high-quality learning experiences to students, helping them become expert professional counselors who strive for individual excellence and contribute to an enhanced quality of life in local, national and global societies. Curriculum is culturally inclusive, training students with a strong base of knowledge and skills to practice effectively in a variety of careers in the field of mental health and human service, educational institutions, private practice, and government, business and industrial settings. It is designed to provide students with the necessary knowledge, practice and skills for working with individuals, couples, children, families and groups in a variety of mental health settings.

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

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

The Clinical Mental Health Counseling emphasis, available at the home campus in St. Louis, Missouri and the South Carolina campuses in Charleston, Myrtle Beach and Columbia, is accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

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

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

Clinical Mental Health Counseling Emphasis Additional Learning Outcomes

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

School Counseling Emphasis Additional Learning Outcomes

This emphasis is only offered at select U.S. campuses. It is not available at the St. Louis home campus.

• Utilize skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career and personal/social development.
• Collaborate with school and community members to plan, design, implement, evaluate and enhance the school and district-wide school counseling program to advance the academic, career and personal/social development of all students.
• Develop collaborative professional relationships throughout the school and community which support the school counseling program as well as the overall mission and improvement plans of the school and district.
• Serve as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the school counseling program and the school district.

(Copied from the Missouri Department of Elementary and Secondary Education standards for School Counseling students.)

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

This emphasis is only offered at select U.S. campuses. It is not available at the St. Louis home campus.

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

Community Counseling Emphasis Additional Learning Outcomes

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

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

Program Curriculum

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

Emphasis in Clinical Mental Health Counseling

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

The Clinical Mental Health Counseling emphasis, available at the home campus in St. Louis, Missouri and the South Carolina campuses in Charleston, Myrtle Beach and Columbia, is accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Required Core Counseling Courses:
• COUN 0200 Comprehensive Counseling Student Development (0 hours)
• COUN 5020 Foundations of Counseling: The Helping Relationship (3 hours)
• COUN 5050 Human Growth and Development (3 hours)
• COUN 5100 Social and Cultural Foundations of Counseling (3 hours)
• COUN 5200 Theories of Counseling (3 hours)
• COUN 5220 Assessment (3 hours)
• COUN 5600 Techniques of Group Counseling (3 hours)
• COUN 5610 Techniques of Counseling (3 hours)
• COUN 5700 Lifestyle and Career Development (3 hours)
• COUN 5800 Professional Orientation and Ethical Practice (3 hours)
• COUN 5850 Research and Program Evaluation (3 hours)

Additional Required Subject Area Courses:

• COUN 5230 Psychodiagnostics (3 hours)
• COUN 5450 Trauma, Crisis, and Emergency Relief Counseling (3 hours)
• COUN 5540 Family Systems Theory (3 hours)
• COUN 5630 Addictions and Substance Abuse Counseling (3 hours)

Required Field Experience Courses:

• COUN 6100 Counseling Learning Practicum I (1.5 hours)
• COUN 6200 Counseling Learning Practicum II (1.5 hours)
• COUN 6500 Internship (1.5 hours per term) (6-9 hours)

(A minimum of 6 credit hours and 600 clinical supervised hours required; 9 credit hours and 900 clinical supervised hours may be required in Florida.)

Recommended Elective Courses:

• COUN 5140 Psychopharmacology (3 hours)
• COUN 5150 Psychopathology (3 hours)
• COUN 5160 Issues in Counseling (3 hours)
• COUN 5545 Blended Family Counseling (3 hours)
• COUN 5670 Counseling of Children (3 hours)
• COUN 5640 Couples, Marriage, and Family Counseling (3 hours)
• COUN 5680 Human Sexuality Theory and Sexual Counseling (3 hours)
• COUN 5820 Consultation and Supervision (3 hours)

No elementary or secondary school settings may be used for practicum or internship hours toward the emphasis in clinical mental health counseling at this time.

In addition to the required subject area courses listed above, students work with a faculty advisor to select 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 faculty advisor when selecting elective courses, as electives may directly relate to the ability to gain licensure as a professional counselor and/or a marriage and family (and child) counselor. Note that certain state licensure boards do not allow for courses to be completed through directed study or electronically (online).

Emphasis in School Counseling Specialization for Grades K-12

This emphasis is only offered at select U.S. campuses. It is not available at the St. Louis home campus.

This degree emphasis requires satisfactory completion of 60 credit hours of coursework. Some states require completion of all core courses prior to Internship. Note that successful completion of the program may exceed 60 credit hours for some students. Completion of the degree will provide students with the required educational credentials for K-12 school counselor certification in Missouri.

Required Core Counseling Courses:

• COUN 0200 Comprehensive Counseling Student Development (0 hours)
• COUN 5020 Foundations of Counseling: The Helping Relationship (3 hours)
• COUN 5050 Human Growth and Development (3 hours)
• COUN 5100 Social and Cultural Foundations of Counseling (3 hours)
• COUN 5110 Foundations of School Counseling (3 hours)
• COUN 5200 Theories of Counseling (3 hours)
• COUN 5220 Assessment (3 hours)
• COUN 5600 Techniques of Group Counseling (3 hours)
• COUN 5680 Professional Orientation and Ethical Practice (3 hours)
• COUN 5840 School Counseling Methods and Skills (3 hours)
• COUN 5850 Research and Program Evaluation (3 hours)

Required Field Experience Courses:

• EPSY 6105 School Counseling Practicum (1.5 hours for term) (3 hours total)
• EPSY 6501 School Counseling Internship (1.5 hours per term) (6 hours total)

(A minimum of 9 credit hours and 700 clinical supervised hours required.)

Students must select one track from the options below.

Non-teacher track

Courses will be selected based on transcript evaluation by the School of Education and will include courses in teaching methods and practice, classroom management, and psychology of the exceptional child. Students are to meet with their advisor to choose coursework.

Tiered Instruction and Interventions track (online only)

• SPED 5700 School-Based Prevention/Intervention: RTI and PBIS (3 hours)
• SPED 5701 Universal School-Wide PBIS (3 hours)
• SPED 5702 Secondary Prevention: Targeted Group Interventions (3 hours)
• SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

Psychoeducational Needs of Immigrant and Refugee Youth track (online or on-ground)

Select any four of the following courses:

• EPSY 5350 Intercultural Communications (3 hours)
• EPSY 5816 Advanced Child Development (3 hours)
• EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Undererved Populations (3 hours)
• EPSY 5400 Seminars in Immigrant and Refugee Experiences (3 hours)
• EPSY 5510 Psychosocial Aspects of Migration (3 hours)

Fostering Resilience in At Risk Children and Youth track
Select any four of the following courses:

- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
- EPSY 5816 Advanced Child Development (2-3 hours)
- EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY or COUN course in counseling (3 hours)

**Non-teacher candidates may require additional coursework based upon the regulations in their state. Please consult your state’s Board of Education for additional required coursework.**

In addition to the required subject area courses listed above, students work with a faculty advisor to select electives to fulfill the 60 hour requirement for completion of the degree.

Seek advisement with the School Counseling Program coordinator or faculty advisor when selecting elective courses, as electives may directly relate to the ability to become certified as a school counselor. Note that certain state licensure and/or certification boards do not allow for courses to be completed through directed study or electronically (online).

**Emphasis in Couples, Marriage, Family and Child Counseling**

This emphasis is only offered at select U.S. campuses. It is not available at the St. Louis home campus.

This degree emphasis requires satisfactory completion of 60 credit hours of coursework. Some states require completion of all core courses prior 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 some students.

**Required Core Counseling Courses:**

- COUN 0200 Comprehensive Counseling Student Development (0 hours)
- COUN 5020 Foundations of Counseling: The Helping Relationship (3 hours)
- COUN 5050 Human Growth and Development (3 hours)
- COUN 5100 Social and Cultural Foundations of Counseling (3 hours)
- COUN 5200 Theories of Counseling (3 hours)
- COUN 5220 Assessment (3 hours)
- COUN 5610 Techniques of Group Counseling (3 hours)
- COUN 5700 Lifestyle and Career Development (3 hours)
- COUN 5800 Professional Orientation and Ethical Practice (3 hours)
- COUN 5850 Research and Program Evaluation (3 hours)
- COUN 5860 MA Counseling Thesis (3 hours)

**Required Field Experience Courses:**

- COUN 6100 Counseling Learning Practicum I (1.5 hours)
- COUN 6200 Counseling Learning Practicum II (1.5 hours)

- COUN 6500 Internship (1.5 hours per term) (6-9 hours)
  (A minimum of 6 credit hours and 600 clinical supervised hours required; 9 credit hours and 900 clinical supervised hours may be required in FL)

No school settings may be used for Practicum or Internship toward the couples, marriage, family and child counseling emphasis.

In addition to the required subject area courses listed above, students work with a faculty advisor to 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 faculty advisor when selecting elective courses, as electives may directly relate to the ability to gain licensure as a professional counselor and/or a marriage and family (and child) counselor. Note that certain state licensure boards do not allow for courses to be completed through directed study or electronically (online).

**Emphasis in Community Counseling**

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

This degree emphasis requires satisfactory completion of 48 credit hours of coursework. Some states require completion of all core courses prior to Internship. Note that successful completion of the program degree may exceed 48 credit hours for some students.

**Required Core Counseling Courses:**

- COUN 5020 Foundations of Counseling: The Helping Relationship (3 hours)
- COUN 5050 Human Growth and Development (3 hours)
- COUN 5100 Social and Cultural Foundations of Counseling (3 hours)
- COUN 5200 Theories of Counseling (3 hours)
- COUN 5220 Assessment (3 hours)
- COUN 5600 Techniques of Group Counseling (3 hours)
- COUN 5700 Lifestyle and Career Development (3 hours)
- COUN 5800 Professional Orientation and Ethical Practice (3 hours)
- COUN 5850 Research and Program Evaluation (3 hours)
- COUN 5860 MA Counseling Thesis (3 hours)

**Required Field Experience Courses:**

- COUN 6000 Counseling Learning Practicum (3 hours)
- COUN 6500 Internship (1.5 hours per term) (6-9 hours)
  (A minimum of 6 credit hours and 600 clinical supervised hours required)

In addition to the required subject area courses listed above, students work with a faculty advisor to select up to three electives from the counselor education program curriculum to fulfill the 48 credit hours necessary for completion of the degree. Note that certain licensure boards do not allow for courses to be completed through directed study or electronically (online).

Note that the majority of states in the U.S. 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 counseling master’s degree.
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 guidelines, all emphases in the MA in counseling professional degree program are excluded from dual major and sequential degree options.

Courses in the counseling degree program are available only to those admitted to the MA in counseling professional degree program and specific non-degree-seeking students (see information on non-degree-seeking students below). All non-degree-seeking students must meet specific admissions requirements 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 (2014) and adhere to applicable state laws, regulatory policies, and rules and policies governing professional staff behavior at the field placement setting. Students have the same ethical and professional obligation to clients as those required of professional counselors (ACA, 2014).

Professional Commitment

The American Counseling Association (ACA) Code of Ethics (2014) requires that institutions providing counselor education screen students for professional, personal, and academic fit with the counseling profession. Graduation from the counseling 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 and skills, counselor formation, interpersonal relations with others in the program, and openness to supervision and feedback. Students' counseling skill development, interpersonal skills with others in the program, openness to supervision and academic success and standing will be evaluated on a regular basis throughout the program via use of dispositional and skills assessment tools, remediation team discussions, program faculty review of student achievement, and student participation. Students may be required to complete extra coursework and/or personal counseling in order to maintain good standing in the program.

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

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

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

Remediation for Student Success Process

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

Student Handbook

All students admitted to the MA in counseling professional degree program are required to review and sign the MA in Counseling Student Handbook as a requirement of enrollment and position in the program. Students are required to sign the final page of the handbook stating understanding of and agreement with the personal and professional commitment to the MA in counseling professional degree program. The Counseling Student Handbook that is issued each academic year supersedes all previous versions. It is therefore important that students review the Counseling Student Handbook each year and become familiar with the guidelines contained therein.

Background Check

Some states will not issue a professional counseling license to those with a failed background check. If an applicant or student has questions regarding such, it is recommended they check with the state professional counseling licensure board prior to applying to the MA in counseling professional degree program. See the Counseling Program coordinator or faculty supervisor for further information. Also note that some field experience sites require completion of a background check prior to accepting students to the field experience. All background checks are at the expense of the student. See the Counseling Program coordinator or faculty supervisor for more information.
Professional Liability Insurance

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

Path to Licensure

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

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

Admission

Applicants are invited to apply to begin the program in either the Fall 1 or Spring 1 terms each year. All applications are reviewed on a rolling basis. For priority consideration, application documents must be post-marked by July 15th for fall start in that same calendar year and December 1st for spring start in the following calendar year.

Admission Requirements

Applicants are required to go through the University admissions process as outlined in the Admission section of this catalog. In addition, applicants for the MA in counseling program are required to meet the following requirements:

- Strict adherence to a minimum cumulative grade point average (2.5 (2.75 for school counseling) or better on a 4.0 scale. For school counseling applicants, the cumulative GPA is calculated using all college-level coursework, regardless of whether or not the coursework was applied to a degree program.
- Submission of official transcript(s) noting conferral of baccalaureate degree(s) and transcripts of any related graduate coursework if applicable. Students currently pursuing their baccalaureate degree may submit an official transcript-in-progress for admission consideration. School counseling applicants should submit transcripts from ALL institutions where college coursework has been completed.
- Submission of a short written essay (minimum of three pages) addressing personal and professional interests in the professional counseling field; personal background and work history related to counseling field; career goals in the field; and aptitude for succeeding in graduate level education.
- Submission of three completed professional references (not former professor/instructor) using the Graduate Applicant Recommendation Form. Forms are to be sent directly to Webster University by the recommender. Instructions are included on the form.
- Submission of a résumé including: education, work experiences, leadership activities, volunteer/service work, etc.
- Applicants to the counseling program will be required to participate in a personal interview to determine fit with program and profession per ACA Code of Ethics (2014).

Students applying for this program must send the required essay, résumé, recommendations and transcripts to:

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

Students applying to campuses outside of the U.S. may be required to submit additional documentation and/or are subject to other/additional prerequisite educational requirements. Please consult your campus.

The faculty and staff reserve the right to render conditional admission to applicants. Students admitted conditionally are limited to taking one course per term until Advancement to Candidacy.

After admission into the counseling program, applicants are required to complete the following steps prior to taking classes:

- Participate in a group orientation event to discuss: a) career-related interests in the field of professional counseling, b) orientation to the field of professional counseling, and c) orientation to the Webster University MA in counseling program. This orientation event will be scheduled through your campus.
- Sign on the appropriate page in the Counseling Student Handbook provided by the first night of the first class or before.

Non-Degree Admission Applicants

Applicants with a graduate degree or current graduate program enrollment in the following fields (professional counseling, psychology, social work, school counseling, and pastoral care) may be approved to register for up to four (pre-approved) courses and forgo the full admission process (detailed above under admission requirements). Non-degree applicants can apply to take a course in any of Webster’s five terms. They are required to submit an online application, official undergraduate transcript, current related graduate transcript, and a brief statement explaining their purpose. Upon approval, non-degree seeking applicants must attend a pre-registration advising meeting with a counseling faculty advisor and get their course plan approved by the department chair or designated counseling program coordinator at their home campus. Non-degree seeking students may not enroll in clinical field coursework (COUN 6000/COUN 6100/COUN 6200/COUN 6500). Students seeking to take more than four courses must go through the full admission process and be fully admitted into the program.

Transfer Policies

Course Transfer

A maximum of eighteen (18) credit hours from a graduate counseling program at a university with acceptable accreditation (see Transfer of Credit in the Academic Policies section of this catalog) may be accepted toward the MA in counseling. There will be no course substitutions once a student has transferred 18 credit hours.

Core counseling classes considered for transfer must be transferred into the counseling program within eight years of completion and must be equivalent to Webster course content and learning outcomes as evidenced by the actual course syllabus for the course requested for transfer. Syllabi samples and/or templates are not sufficient. Core courses include: COUN 5020, COUN 5050, COUN 5100, COUN 5150, COUN 5290, COUN
Transfer Between Campuses

Transfer between Webster University campuses shall include:

In general:
- Consideration for transfer (no students on academic probation or unsubstantial credits as non-core courses. Practicum and Internship hours cannot be transferred to the degree.

Coursework that is older than eight years will not automatically transfer/apply toward the current degree program, even when this coursework was completed at Webster University. Students must petition the department to apply any previous coursework.

All transfer petitions are considered on a case by case basis and decisions rendered accordingly.

Non-specialty accredited coursework not completed at Webster University may not adequately prepare students for nationally-normed exams. Students/applicants receiving approval for transfer of counseling coursework transfer the coursework content at their own risk.

Non-Counseling Coursework

Participation and enrollment in the professional counseling degree program takes personal and professional commitment. For this reason, students are strongly discouraged from taking coursework outside of the department while enrolled in any counseling program. Counseling students are required to receive written permission from the department chair, or designee, to register for courses outside of the counseling program while enrolled in the program.

For transfer to a CACREP accredited program:
- Current Webster University professional counseling students may request to be considered for inter-program transfer prior to starting field experience coursework.

For transfer to a non-CACREP accredited program:
- Current Webster University professional counseling students wishing to be considered for transfer to a CACREP accredited program may request to apply no more than 12.0 credit hours of previously completed coursework toward their degree. These hours cannot include field experience coursework.

In general:
- Students must be in good standing in the program to be considered for transfer (no students on academic probation or in remediation will be considered for transfer). The process for transfer between Webster University campuses shall include:
  - Two letters from Webster faculty at the campus of origin regarding the student's counseling and interpersonal skills level.
  - A phone or personal interview with the Counseling Program coordinator or designee regarding the student's counseling and interpersonal skills level and reason for transfer.
  - Approval for the transfer by the chair of the department.

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Criminal Justice (MS)

This program is offered by the College of Arts & Sciences. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The master of science in criminal justice provides students with a multidisciplinary approach to the wider criminal justice system, with particular emphasis on enhancing technical skills, critical thinking skills, decision-making processes, and increasing analytic capabilities to provide students with the ability to explain, predict, and prevent crime and victimization.

Learning Outcomes

- Apply theories of crime to the extent, causes, and prevention of crime, the processes of criminalization, and the practices and reforms of the criminal justice system, in the U.S. and globally.
- Identify quantitative and qualitative methods to analyze crime and crime control systems.
- Articulate ethical implications of decision making in the criminal justice system.
- Explain the interdependence of institutions in the criminal justice system and broader social, legal and socioeconomic environments.
- Articulate the ways issues of diversity affect the operation of criminal justice organizations and actors, including differences by race, ethnicity, sexual orientation, sex, gender, age and so on.
- Demonstrate effective written and oral communication skills.

Program Curriculum

36 Credit Hours

Required Courses

- CRIM 5000 Ethics and Decision Making in Criminal Justice (3 hours)
- CRIM 5100 Theories of Crime and Justice (3 hours)
- LEGL 5480 Criminal Actions (3 hours)
- CRIM 6000 Capstone (3 hours)

Electives

- At least 18 elective hours from the lists below.
- Up to 6 hours of any approved graduate-level elective courses.

Administration of Justice

- CRIM 5050 Organization and Administration of Criminal Justice (3 hours)
- CRIM 5060 Policing and Law Enforcement (3 hours)
CRIM 5070 Institutional and Community Corrections (3 hours)
LEGL 5450 American Constitutional Law (3 hours)

Note: Students completing all four courses qualify to earn a graduate certificate in administration of justice, where the certificate is available. To gain the certificate, students must pay a second graduation fee.

Fraud Investigation

CRIM 5300 White Collar Crime (3 hours)
CRIM 5350 Computer Crime and Fraud (3 hours)
ACCT 5100 Investigation of Financial Fraud (3 hours)
ACCT 5150 Introduction to Cyber Forensics (3 hours)

Note: Students completing all four courses qualify to earn a graduate certificate in fraud investigation, where the certificate is available. To gain the certificate, students must pay a second graduation fee.

Cybersecurity - Threat Detection

CSSS 5000 Introduction to Cybersecurity (3 hours)
CSSS 5120 Cybersecurity Infrastructures (3 hours)
CSSS 5210 Cybersecurity Law & Policy (3 hours)
CSSS 5220 Cybersecurity Threat Detection (3 hours)

International and Regional Security

INTL 5590 International Security (3 hours)
INTL 5550 War and Diplomacy (3 hours)
INTL 5890 Terrorism in World Politics (3 hours)
INTL 5560 US Foreign Policy (3 hours)
INTL 5570 Comparative Foreign Policy (3 hours)
INTL 5585 Energy Security (3 hours)
INTL 5860 Issues in International Politics (with security focus) (3 hours)
INTL 5600 Area Studies* (3 hours)
INTL 5625 Middle East Area Studies* (3 hours)
INTL 5635 Western European Area Studies* (3 hours)
INTL 5645 Asian Area Studies* (3 hours)
INTL 5655 African Area Studies* (3 hours)
INTL 5665 South and Central Asia Area Studies* (3 hours)
INTL 5675 Central and Eastern European Area Studies* (3 hours)
INTL 5685 Latin American Area Studies* (3 hours)

Note: Students who complete INTL 5590 and three other courses listed in international and regional security qualify to earn a graduate certificate in international and regional security, where the certificate is available. To gain the certificate, students must pay a second graduation fee.

Dual Degree Option: MA in National Security Studies/MS in Criminal Justice

This program is only available at select U.S. campuses.

48 Credit Hours

Upon completion of the 48 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Required Courses

CRIM 5000 Ethics and Decision Making in Criminal Justice (3 hours)

CRIM 5100 Theories of Crime and Justice (3 hours)
LEGL 5480 Criminal Actions (3 hours)
NTSC 5000 Introduction to National Security Studies (3 hours)
NTSC 5100 Research Methods in National Security Studies (3 hours)
INTL 5590 International Security (3 hours)
CRIM 6000 Capstone (3 hours)
or NTSC 6000 Capstone in National Security Studies (3 hours)
or NTSC 6250 Thesis in National Security Studies* (6 hours)
and INTL 6900 University Thesis Requirement* (0 hours)

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The 6 credit hours for NTSC 6250 are drawn from the 3 credit hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Electives

4 courses from the Criminal Justice Track in the MA in national security studies
4 courses from the International and Regional Security Track in the MA in national security studies
1 additional course drawn from electives in either the MA in national security studies or the MS in criminal justice

Sequential Degree in Criminal Justice

A student who holds an MA, MS or an equivalent graduate degree from Webster University or another regionally accredited college or university (or its international equivalent) may earn a sequential MS in criminal justice from Webster University. Transfer credit may not be applied toward the sequential MS.

The student must take a minimum of 27 credit hours to earn the sequential MS in criminal justice. This includes the 12-hour degree core, as well as 15 elective hours. The elective hours may come from the Administration of Justice, Fraud Investigation, Cybersecurity - Threat Detection, or International and Regional Security areas.

Admission

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Cybersecurity (MS)
This program is offered by the George Herbert Walker School of Business & Technology. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

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

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

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

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

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

Learning Outcomes

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

Program Curriculum

The 36 credit hours required for the MS in cybersecurity must include the required core courses.

Core Courses (21 hours)

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5110 Cybersecurity Communications (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter Intelligence (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 6000 Practical Research in Cybersecurity (3 hours)

Elective Courses (15 hours)

Four elective courses (12 hours) chosen from the following:

- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)
- CSSS 5230 Cybersecurity Forensics (3 hours)
- CSSS 5240 Pre-emptive Deterrence (3 hours)
- CSSS 5250 Use and Protection of Space Assets (3 hours)
- CSSS 5270 Cybersecurity in Cloud Computing (3 hours)
- CSSS 5280 Social Engineering (3 hours)
- CSSS 5290 Cybersecurity Risk Management Framework (3 hours)

- CSSS 5990 Advanced Topics in Cybersecurity** (3 hours)
- CSSS 6500 Cybersecurity Internship (3 hours)

**A maximum of one CSSS 5990 Advanced Topics in Cybersecurity courses may be counted toward the 36 required credit hours.

One additional elective course (3 hours):

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

All students in this curriculum must complete the CSSS 6000 Practical Research in Cybersecurity (3 hours) capstone course as a practical research paper or an individual or team project for a total of 3 credit hours and 36 contact hours.

Webster reserves the right to restrict access to some courses that may require specific clearances to address specific classified topics related to advanced course content in cybersecurity. Professors must advise the Site Director, Faculty Advisor or Site Manager of the potential of including any classified content in the course and clearly identify the need for security clearances, the level, agency issued by, and methods employed for the protection of information with applicable security policies and procedures at the location where the course is to be taught. Counselors must understand specific clearance requirements of these courses and the specific clearances of students attempting to enroll in these courses. This restriction will only apply to those programs offered at national laboratories; intelligence agencies or specified military sites which request this level of security.

Dual Degree Option: MA in National Security Studies/MS in Cybersecurity

This program is only available at select U.S. locations.

54 Credit Hours

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.

Required Courses

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5110 Cybersecurity Communications (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 6000 Practical Research in Cybersecurity (3 hours)
- NTSC 5000 Introduction to National Security Studies (3 hours)
- INTL 5900 International Security (3 hours)
- NTSC 5100 Research Methods in National Security Studies (3 hours)
- NTSC 6000 Capstone in National Security Studies (3 hours)
- NTSC 6250 Thesis in National Security Studies* (6 hours)
- INTL 6900 University Thesis Requirement* (0 hours)

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The 6 credit hours for NTSC 6250 are drawn from the 3 credit hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.
Electives
- 3 elective courses chosen from the MS in cybersecurity
- 4 electives chosen from the International and Regional Security Track of the MA in national security studies

Sequential MS in Cybersecurity
A student who holds an MA, MS or an equivalent graduate degree from Webster University or another regionally accredited college or university (or its international equivalent) may earn a sequential MS in cybersecurity from Webster University.

Transfer credit may not be applied toward the sequential MS.

These conditions apply to the student seeking the sequential MS in cybersecurity:
- The student must take a minimum of 27 credit hours to earn the sequential MS in cybersecurity. This includes the 21-hour degree core, as well as two electives. The elective must be selected from the following list:
  - CSSS 5210 Cybersecurity Law and Policy (3 hours)
  - CSSS 5220 Cybersecurity Threat Detection (3 hours)
  - CSSS 5230 Cybersecurity Forensics (3 hours)
  - CSSS 5240 Pre-emptive Deterrence (3 hours)
  - CSSS 5250 Use and Protection of Space Assets (3 hours)
  - CSSS 5270 Cybersecurity in Cloud Computing (3 hours)
  - CSSS 5280 Social Engineering (3 hours)
  - CSSS 5990 Advanced Topics in Cybersecurity (3 hours)
  - CSSS 6500 Internship in Cybersecurity (3 hours)
- The student must meet the core course requirements of the MS in cybersecurity. If the student enrolled in any of the core courses as electives in his or her MA, MS or an equivalent degree program, those courses must be replaced with applicable CSSS electives (see list above).
- Advancement to Candidacy for sequential MS in cybersecurity:
  - Sequential MS in cybersecurity students who received the MA, MBA or MS from Webster University will be advanced to candidacy upon approval of the master’s degree transcript.
  - A student who received the master’s degree from another regionally accredited institution will be advanced to candidacy upon approval of the master’s degree transcript.

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Advancement to Candidacy
Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Data Analytics (MS)

This program is offered by the George Herbert Walker School of Business & Technology and is only available at the St. Louis home campus.

Program Description
Data analytics is the science of interpreting vast amounts of complex data to make sound decisions. The MS in data analytics focuses on developing and applying data analytics skills to fulfill significant needs in the business community. Students will integrate business concepts as well as key methods and tools for large-size data modeling, analysis and solving challenging problems involving “Big Data.” The program provides a strong foundation in data analytics by bringing together salient techniques from statistics, mathematics, computer science, business, accounting, finance and management in a realistic business context.

Learning Outcomes
By the end of the program, students will be able to:
- Compose query statements to implement the data definition and manipulation.
- Construct multidimensional data cubes analysis.
- Apply effective methods for analyzing, presenting and using informational data.
- Develop meaningful reports and visualization of business data analytics appropriate to a technical and non-technical audience.
- Articulate forecasting and predictive models for real-world analytical applications.

Program Curriculum
The 36 credit hours for the MS in data analytics requires the following courses:

Introductory Courses
- BUSN 5200 Basic Finance for Managers (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)
- CSDA 5110 Analytics Programming with R (3 hours)
- CSDA 5130 Social and Ethical Issues in Analytics (3 hours)
- CSDA 5210 Databases and Data Warehouses (3 hours)

Reinforcement Courses
- CSDA 5230 Data Analytics (3 hours)
- CSDA 5310 Data Visualization (3 hours)
- CSDA 5320 Analytics Applications using Python (3 hours)
- CSDA 5330 Data Mining (3 hours)

Proficiency Courses
- CSDA 5410 Time Series Analytics (3 hours)
- CSDA 5430 Predictive Analytics (3 hours)

Subject Specific Courses
- CSDA 6010 Analytics Practicum (3 hours)

Course Substitution
Applicants to the data analytics program may take substitute courses for BUSN 5200 Basic Finance for Managers and BUSN 5760 Applied Business Statistics based on successful completion of prior academic work. Work experience will not be considered in lieu of academic coursework. The following rules apply to these substitutions:

BUSN 5200 Basic Finance for Managers
- Students that have completed an undergraduate or graduate degree in finance or accounting or who have completed one undergraduate or higher course in finance or accounting from
an accredited university in the past five years with a grade of "B" or better may substitute BUSN 5200 with the following:

- One 3-credit-hour graduate level finance, business accounting or cybersecurity course from Webster University, provided the prerequisites for that course are met. Students should consult with their academic advisor for substitute course selection and approval.
- Students must meet the stated hours and other core course requirements for the degree.

**BUSN 5760 Applied Business Statistics**

- Students who have completed an undergraduate or graduate degree in statistics or who have completed one undergraduate or higher course in statistics from an accredited university in the past five years with a grade of "B" or better may substitute BUSN 5760 with the following:
- One 3-credit-hour graduate level cybersecurity or business accounting course from Webster University, provided the prerequisites for that course are met. Students should consult with their academic advisor for substitute course selection and approval.
- Students must meet the stated hours and other core course requirements for the degree.

**Admission**

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

**Admission Requirements**

**Preliminary Skills and Prerequisite Courses**

To ensure adequate preparation to both information technology and business, an applicant to this data analytics program must have the basic business knowledge and basic information technology knowledge. The Walker School of Business & Technology accepts individuals who have successfully graduated from undergraduate computer science, information systems, mathematics, business administration, management or similar degree programs and possess the basic business, mathematics and information technology knowledge.

**Requirements**

- Official transcripts from all of your previous attended colleges and universities (including community colleges and summer courses).
- To be eligible for this program, students must have either:
  - Earned an undergraduate degree in business management, computer science, statistics, economics, biology (BS), chemistry (BS) or physics (BS). OR
  - Completed college-level algebra and statistics, in the last 5 years, with a B or better in both courses.
- Have work experience that includes business, database and analytics.
- A phone interview or essay may be required.
- It is preferred that students have a business background and strong analytical skills.

Send all admissions materials to:

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

**Advancement to Candidacy**

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

**Doctor of Education (EdD)**

This program is offered by the School of Education and is only available at the St. Louis home campus.

**Admission to this program is every even year.**

**Program Description**

Webster University's doctor of education (EdD), offered by the School of Education, is a well-rounded program for fostering scholarship, research and leadership among candidates who aspire to make a difference in today's world. It is based on a holistic framework with four foci: theory, research, practice and leadership. Beyond the four foci, the program values social consciousness, criticality and advocacy. Social consciousness corresponds to the connectedness of the dissertation projects to the sociopolitical, socioeconomic and sociocultural contexts. Criticality refers to doctoral students' critical thinking and analytical capacity to challenge the status quo and create new proposals for advancing the knowledge base and specialty area. Advocacy reminds students to take the findings from their dissertations to the next level and become a voice and advocate for the people whom they represent and care for. Webster University's doctoral program also values dissertation projects which engage in cross-cultural research with global contextual relevancy.

The program duration is approximately three years (maximum is seven): Students take coursework in the first two years and complete a dissertation in the third, except students with an EdS in hand. Students admitted with an EdS in hand are waived 15 credit hours, equivalent to one year of coursework. Students will need special permission from the Dean if the duration of study exceeds seven years.

**EdD Emphasis Areas**

- Educational Leadership
- Special Education: Dyslexia
- Special Education: Positive Behavioral Interventions and Supports (PBIS)
- Special Education: Severe Developmental Disabilities and Autism
- Special Education: Trauma-Informed Education and Intervention
- Teaching English as a Second Language (TESL)
- Transformative Learning in the Global Community

Note: DESE certification is not covered in the doctorate. Students need to consult with the program directors in other academic programs for DESE certification.

Note: Special Education emphases require requisites which can be taken simultaneously with doctoral courses and/or prerequisites which should taken prior to the program.

**Learning Outcomes**

The doctor of education develops scholars and leaders with expertise in research and scholarship through coursework with social conscious perspectives. The program provides learning opportunities for students to develop academic competency through theory building, practical application of research knowledge in school settings and leadership skills. The EdD program enables students to:
• Investigate and critically analyze current affairs, issues, theoretical issues, empirical studies, practice and policy in educational settings.
• Read and write with synthetic and analytical competence for applying complex theories in research and publishing in respected peer-reviewed journals and other publication venues in the field.
• Conduct research for pushing boundaries in a specialty area in education and shed new light in the building of knowledge base.
• Reflect on the status quo in educational settings and offer data-driven and evidence-based solutions and proposals.
• Develop leadership skills to become a voice and advocate for the people they respect.
• Demonstrate respect of diversity through their ability to facilitate and model collaborative inquiry for advancing social and institutional change.

Program Requirements
This program requires at least two years of advanced coursework prior to the successful completion of a comprehensive exam, a prospectus and a dissertation, except students with an EdS in hand. Students admitted with an EdS in hand are waived 15 credit hours, equivalent to one year of coursework.

Required Courses
• EDOC 7000 Doctoral Module* (12 hours)
• EDOC 7001 Doctoral Writing Seminar (3 hours)
• EDOC 7002 Quantitative Research Methods (3 hours)
• EDOC 7003 Qualitative Research Methods (3 hours)
• EDOC 7004 Prospectus and Dissertation Writing** (3 hours)
• EDOC 7901 Doctoral Apprenticeship (3 hours)
• EDOC 7902 Comprehensive Exam and Prospective Defense (3 hours)
• EDOC 8000 Doctoral Dissertation Research and Writing^ (10 hours)
• EDOC 8020 ProQuest Publication of Dissertation (0 hours)

*Students in an emphasis area take four content-area courses which are cross-listed with EDOC 7000, except for students in the emphasis in transformative learning in the global community, who will take the following courses instead of EDOC 7000:
• EDOC 7120 Global Histories and Politics in Education (3 hours)
• EDOC 7130 Communications Technologies in Educational Systems (3 hours)
• EDOC 7140 Educational Equity and Ethics: Theory and Policies (3 hours)
• EDOC 7150 Seminar: Social Justice, Transformative Learning and Issues in Global Education

**Students in the emphasis in special education: severe developmental disabilities and autism take SPED 5850 Single-Subject Research Design instead of EDOC 7004

^Students who do not complete dissertation writing with 10 hours of EDOC 8000 will take EDOC 8010 Doctoral Project Completion (1 hour) until completion.

Total: 40 credit hours (excludes prerequisites, requisites, practica, fieldwork, internships or service learning)

Requisites for Emphasis Areas*

Special Education: Dyslexia
• READ 5190 Advanced Studies in Language Development and Acquisition (3 hours)

Special Education: Positive Behavioral Interventions and Supports (PBIS)
• SPED 5700 School-based Prevention/Intervention: RTI/PBIS (3 hours)
• This is a prerequisite and it is offered every even summer

Special Education: Severe Developmental Disabilities and Autism
• SPED 5090 Special Education Practicum (3 hours)

Special Education: Trauma-Informed Education and Intervention
• SPED 5285 Understanding and Responding to Trauma in Schools (3 hours)

*Requisites and prerequisites may change due to enrollment and curriculum updates.

Admission
The doctoral program will admit a cohort every even year, depending on the enrollment and availability of courses. Students with an EdS in hand will be waived 15 credit hours and may be admitted with the rest of the cohort, but begin in the odd year. A minimum of 10 admitted students is required to run the EdD in a given year and a minimum of 10 for the emphasis in transformative learning in the global community. The deadline for application is July 1 for domestic applicants and April 1 for international applicants.

Application Process: Prospective students must complete and submit the Application for Admission online through Graduate Admissions. Inquiries may be addressed by email to the Office of Admission (admit@webster.edu).

All admission materials must be submitted to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Admission Requirements
Please include the following in the admission packet:
• All undergraduate and graduate transcripts with evidence of a bachelor’s degree and a master’s degree.
• Cumulative GPA of 3.0 for graduate coursework.
• Current (within the last five years) General GRE test scores including Quantitative Reasoning, Verbal Reasoning and Analytical Writing
• Three (3) letters of recommendation
• Application fee of $125 (waived for Alumni; current Webster University faculty, staff and students)

The admission packet will be reviewed, and if considered appropriate, an interview will be scheduled with the Doctoral Admissions Committee. The committee may require the applicant to provide other materials to speak to the readiness of the applicant for the EdD program. Should the committee find weaknesses in certain academic areas, the applicant may be strongly advised to take additional coursework that will not count toward the degree requirements. After admission to the EdD program, students will begin coursework in the Fall term, dependent on prerequisites.

The applicant must successful complete an interview with the EdD Program Admissions Committee during which the applicant presents his/her research interest.

Advancement to Candidacy
Doctoral students who completed all coursework requirements except dissertation hours will take the comprehensive examination.
in a course, EDOC 7902. Students who have passed the comprehensive examination will earn the status of doctoral candidacy. Advancement to candidacy indicates that a student shows the requisite capacity and dedication to complete the program.

**Doctor of Management (DMgt)**

*This program is offered by the George Herbert Walker School of Business & Technology and is only available at the St. Louis home campus.*

**Mission Statement**

To enable students to interpret and apply relevant research to address evolving social and organizational phenomena.

**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. Our target market is people who seek post-master's level expertise in the area of management, and our market segments that we serve/aim to recruit are those who seek: career advancements, consulting opportunities/positions and those who desire teaching as a second career.

**Learning Outcomes**

Students will be able to:

- Synthesize and apply relevant theories to explain domestic or global market phenomena.
- Demonstrate linkages between theoretical findings and the practical application of those findings.
- Identify and justify a novel research niche, design ideas, propose hypotheses and appropriate methodology, and conduct a rigorous study.

**Dissertation Learning Outcomes**

- Show mastery of relevant literature and be able to field questions using extant research findings.
- Demonstrate mastery of research methods.
- Provide logical arguments based on theoretical support.
- Provide a comprehensive literature review on the relevant constructs and provide meaningful connections between the literature and the student’s current research study.

**Program Curriculum**

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

The following are required courses in the DMgt program:

- DMGT 7140 Statistical Analysis (3 hours)
- DMGT 7160 Quantitative Research Methods (3 hours)
- DMGT 7180 Qualitative Research Methods (3 hours)
- DMGT 7300 Foundations of Management Research (3 hours)
- DMGT 7350 Topics in Technology (3 hours)
- DMGT 7370 Topics in Leadership (3 hours)
- DMGT 7450 Strategic Management (3 hours)
- DMGT 7500 Leadership (3 hours)
- DMGT 7520 Organizational Development and Change (3 hours)
- DMGT 7750 Advanced Organizational Behavior (3 hours)
- DMGT 7810 Survey Design and Methodology (3 hours)
- DMGT 7900 Research Seminar (3 hours)
- DMGT 8000 Doctoral Project (9 hours)

**Admission**

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

**Prerequisites for Admission**

Application to the DMgt program requires documentation of the following:

- A master’s degree in a management-related field, such as business, economics, management, health management, industrial psychology or an MBA degree.
- Superior academic ability at the graduate level.
- Successful completion of at least one master’s level statistics course
- General Management Admission Test (GMAT) score of at least 500. Applicant must request that Graduate Management Admissions send an official score report to Webster’s DMgt program.
- A minimum of three years of management experience.

**Admission Requirements**

The program accepts applications beginning November 1 for the subsequent year.

Applicants to the DMgt program are accepted annually and should submit the following:

- Prospective students must complete and submit the Application for Admission online through Graduate Admissions.
- 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. An English translation must be included if the transcripts are from a foreign institution.
- A current résumé.
- At least three letters of recommendation from business associates and/or faculty.
- 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 reviewed again by the admission committee before enrolling in a doctoral-level course.

**Send all admissions materials to:**

Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119
Admission Process
Completed application files will be reviewed by the Doctoral Admissions Committee.

- Applicants who pass initial screening will take part in a personal Skype interview. An interview is not a guarantee of admission to the program.
- The number of persons admitted for a given cohort will vary according to the total number of students currently in the program.
- Applicants will be notified of final decision by late summer.
- Admitted students will begin their degree program in the Fall 2 term (October).
- 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
  - TOEFL Paper: 575
  - TOEFL Computer: 230
  - IBT: 89
  - IELTS: 6.5
  - Pearson: 53

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 Research Seminar.
- A student must complete the Research 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.

Policy on incompletes/withdrawals:
In accordance with Webster University policy for graduate students, incomplete may be offered to a doctoral student if the majority of the coursework has been completed, and a major life/work event has occurred, been document, submitted to the instructor for review and subsequently accepted as a reasonable justification.

Furthermore, students may continue on in the program with an incomplete, and while it is advisable to finish this incomplete as soon as possible, students who incur a second incomplete without finishing the first will be asked to take a leave of absence until the previous incomplete is finished. All Webster University grading policies apply, which indicates that students have one year to finish an incomplete before it turns to a ZF and the course must be repeated.

Advancement to Candidacy
The student is advanced to candidacy following the successful completion of the 12 classroom courses 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. Students may apply to the DMgt program director for extensions which will be considered on a case-by-case basis.

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.

Doctor of Nurse Anesthesia Practice (DNAP)

This program is offered by the College of Arts & Sciences and is only available at the St. Louis home campus.

Entry into Practice

Program Description
The doctor of nurse anesthesia practice (DNAP) degree 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 in 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 is founded in a long tradition with numerous activities 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 3 years of continuous enrollment.

Quality Outcomes

Upon completion of the program, 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.
  - Discuss role of Advanced Practice Nurse in leadership and healthcare.
  - Contribute to organizational and systems leadership to improve health care delivery.

- **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 biannual Self Evaluation Examination (SEE) scores at or above median range or year in program.
  - Propose, develop, complete and defend a research thesis demonstrating a thorough understanding of the research and scientific method.
  - Pass the National Board Certifying Exam for Certified Registered Nurse Anesthetist.

- **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 Unity (PACU).
  - Demonstrate mastery in the understanding of comorbidities and the delivery of anesthesia.
  - Transfer care to PACU staff.
  - Recognize and manage any post anesthetic conditions in PACU.
  - Maintain accurate record keeping of anesthetic experience.
  - Interpret and contribute to the development of health care policy.
  - Demonstrate a comprehensive understanding of the role of politics and economics in health care delivery.
  - Demonstrate an understanding of laws pertaining to health care delivery, patient rights, workers rights, etc.
  - Implement the technology of health care informatics into health care delivery.

Clinical Education Partners

Sites for beginning level (first year) clinical experiences may include DePaul Health Center, Des Peres Hospital, St. Clare, and the Veteran's Affairs Medical Center Hospital.

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 DePaul Health Center, Des Peres Hospital, St. Clare Hospital, Veteran's Affairs Medical Center, Phelps County Regional Medical Center, Missouri Baptist Hospital, St. Anthony's Medical Center, Cardinal Glennon Children's Hospital, Arkansas Children's Hospital, Hedrick Medical Center, Southeast Health, St. Francis Hospital, St. Genevieve Hospital, Jefferson Mercy Hospital, Lake Regional Hospital, St. Louis University Hospital, University of Missouri, Missouri Delta Medical Center, Freeman Hospital West, Alton Memorial, and Christian Northeast Hospital.

Program Curriculum

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

Required Science Courses

- CHEM 7500 Biochemistry (3 hours)
- PHYS 7500 Physics for Anesthesia (2 hours)
- BIOL 7500 Immunology (3 hours)
- BIOL 7200 Advanced Anatomy and Physiology I (4 hours)
- BIOL 8000 Advanced Anatomy and Physiology II (4 hours)
- BIOL 8100 Advanced Anatomy and Physiology III (4 hours)
- DNP 7510 Biostatistics for Nurse Anesthesia (3 hours)
- BIOL 7600 Cell Biology (3 hours)
- BIOL 7700 Genetics (1 hour)
- DNP 8700 Pharmacogenomics (2 hours)
- DNP 6400 Population Health and Epidemiology (2 hours)
- BIOL 7800 Microbiology (3 hours)
- BIOL 8400 Advanced Pathophysiology (3 hours)
- DNP 7900 Pharmacology I (3 hours)
- DNP 8000 Advanced Pharmacology II (3 hours)
- DNP 8010 Advanced Pharmacology III (3 hours)
- DNP 8020 Advanced Pharmacology IV (3 hours)
Required Nurse Anesthesia Courses
- DNAP 7000 Advanced Health Assessment (4 hours)
- DNAP 7100 Introduction to Anesthesia (3 hours)
- DNAP 7200 Basics of Anesthesia (3 hours)
- DNAP 7300 Principles of Anesthesia I (3 hours)
- DNAP 7400 Principles of Anesthesia II (3 hours)
- DNAP 8100 Anesthesia Concepts I (3 hours)
- DNAP 8200 Anesthesia Concepts II (3 hours)
- DNAP 8300 Anesthesia Concepts III (3 hours)
- DNAP 8400 Anesthesia Concepts IV (3 hours)
- DNAP 8410 Anesthesia and Coexisting Diseases (3 hours)
- DNAP 8500 Current Topics in Anesthesia I (1 hour)
- DNAP 8510 Current Topics in Anesthesia II (1 hour)
- DNAP 8520 Current Topics in Anesthesia III (1 hour)
- DNAP 8530 Current Topics in Anesthesia IV (1 hour)
- DNAP 7500 Translational Research (2 hours)
- DNAP 8220 Health Care Informatics (2 hours)
- DNAP 8420 Organizational and Systems Leadership in Health Care (3 hours)
- DNAP 8240 Health Care Policy Analysis and Advocacy (3 hours)
- DNAP 8430 Health Administration Law and Ethics (3 hours)
- DNAP 8440 Advanced Practice Nurse Role in Leadership and Health Care (3 hours)
- DNAP 8230 Politics and Economics of Health Care (3 hours)

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 the program are subject to the policies and procedures for graduate studies for Webster University and the nurse anesthesia program.

Continuous Enrollment
Graduate students enrolled in the nurse anesthesia program must maintain continuous enrollment, or request special permission from the Program Director. The Webster University nurse anesthesia program is a cohort program which requires continuous enrollment with courses completed in the prescribed succession.

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

Admission Requirements
Requirements for admission to the nurse anesthesia program include:
- Current RN license. Out-of-state applicants must obtain a Missouri and Illinois Nursing License once admitted into the program.
- Bachelor's degree in nursing or a bachelor's degree in a non-nursing program from a fully accredited college plus a nursing degree.
- A cumulative GPA of 3.0 on a 4.0 scale for undergraduate studies or evidence of outstanding post-graduation academic achievement.
- Prerequisite courses: organic chemistry (3 hours) or biochemistry (3 hours) and physics (3 hours), taken within the last 5 years. Labs are not required with these courses. All prerequisite courses should be completed, with grades received, prior to the application deadline.
- 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.)
- Proof of current ACLS, BLS and PALS certifications and CCRN score sheet.
- A personal interview. Applicants offered an interview must submit a criminal background check prior to the interview.
- Accepted applicants must provide a clean drug screen.

Application Process
The application deadline date is September 1 for enrollment in the following Summer term. Submit all of the following documents to the Office of Admission; address is below:
- A completed nurse anesthesia program application, submitted online.
- A non-refundable application fee.
- Official transcripts from all universities, colleges and professional schools.
- A one-page cover letter explaining why you have chosen to pursue the nurse anesthesia field, including any relevant information you would like the Admissions Committee to consider regarding your qualifications as an applicant.
- A syllabus and/or course description for prerequisite coursework taken through an online program.
- Prerequisite Review Worksheet.

Total required: 143 credit hours

Requirements

Academic Performance
Students must earn a minimum cumulative GPA of 3.0 during the course of study and are permitted only one course grade of C.
• A current résumé with detailed ICU experience, i.e. years, location and specific ICU title.
• Proof of nursing license from NURSYS.com; report should include all licenses and expirations.
• Proof of current certifications: ACLS, BLS and PALS certifications and CCRN score sheet.
• Two letters of reference that provide an assessment of professional performance, continuing education and character traits. Request one assessment from an immediate supervisor and one from a professional.
• One CRNA Shadow Verification form.
• Any additional supporting information you wish to include, such as copies of certifications, awards, honors and/or publications within the past 2 years.
• A copy of your green card if you are a U.S. permanent resident.

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the Nurse Anesthesia Department.

• Selected students will be invited on campus for a personal interview.
• Offers of admission will be extended to 24 students for entry into the degree program for the Summer term.
• Students are required to submit a deposit to secure their position in the class.

CRNA Completion Degree

Program Description
The doctor of nurse anesthesia practice (DNAP) CRNA completion degree assists the masters prepared practicing CRNA with the opportunity to bridge their degree to the practice doctorate. The degree is offered in a 100% online platform to accommodate the complicated work schedules of practicing CRNAs. Consistent with the AACN guidelines and approval by the Council on Accreditation of Nurse Anesthesia Programs, the DNAP focuses on equipping the nurse anesthetist with content areas that emphasize the clinical practice-oriented leadership through evidence-based research, quality improvement, intradepartmental collaboration and systems leadership.

Quality Outcomes
Upon completion of the program the graduates should be able to:

• Apply physiological, safety and organizational theories to promote patient safety, enhance quality care and improve nurse anesthesia practice.
• Critically appraise scientific literature and apply results to improve culturally sensitive nurse anesthesia practice and patient care outcomes.
• Effectively collaborate with other health professionals to provide the most appropriate, effective treatment.
• Effectively communicate with patients and family members.
• Demonstrate leadership skills to meet the growing challenges of complex healthcare systems.
• Understand that quality healthcare is steeped in ethics.
• Contribute to ongoing education and training to all members of the healthcare team, families, students in training, etc.
• Demonstrate nurse anesthesia scholarship through a commitment to lifelong learning, leadership activities and interdisciplinary collaboration.

Program Curriculum

• DNAP 7500 Translational Research (2 hours)
• DNAP 8220 Health Care Informatics (2 hours)
• DNAP 8420 Organizational and Systems Leadership in Health Care (3 hours)
• DNAP 8240 Health Care Policy Analysis and Advocacy (2 hours)
• DNAP 6400 Population Health and Epidemiology (2 hours)
• DNAP 8430 Health Administration Law and Ethics (3 hours)
• DNAP 8440 Advanced Practice Nurse Role in Leadership and Health Care (3 hours)
• DNAP 8230 Politics and Economics of Health Care (3 hours)
• DNAP 8500 Current Topics in Anesthesia I (1 hour)
• DNAP 8510 Current Topics in Anesthesia II (1 hour)
• DNAP 8520 Current Topics in Anesthesia III (1 hour)
• DNAP 8530 Current Topics in Anesthesia IV (1 hour)

Total required: 31 credit hours

Requirements

Academic Performance
Students must earn a minimum cumulative GPA of 3.0 during the course of graduate study and are permitted only one course grade of C.

Continuous Enrollment
Graduate students enrolled in the nurse anesthesia program must maintain continuous enrollment, or request special permission from the Program Director. The Webster University nurse anesthesia program is a cohort program which requires continuous enrollment with courses completed in the prescribed succession.

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

Admission Requirements
Requirements for admission to the nurse anesthesia completion degree program include:

• Master’s degree in nurse anesthesia from an accredited institution.
• Evidence of CRNA credential.
• A cumulative GPA of 3.0 on a 4.0 scale.
• A minimum of one year of practice as a CRNA or verification of a 4 credit hour Advanced Health Assessment course.

Application Process
The application deadline date is April 15 for enrollment in the following Summer term. Submit all of the following documents to the Office of Admission; address is below.

• A completed DNAP CRNA Completion degree online application.
• A non-refundable application fee.
• Official transcripts from professional program.
• A current résumé.
• Current copy of CRNA credential.
• A letter of reference from a supervisor that can attest to CRNA practice.
**Education and Innovation (MA)**

This program is offered by the School of Education. It is available online, at the St. Louis home campus and at the Kansas City campus.

**Program Description**

Webster University’s master of arts (MA) in education and innovation aims to develop knowledge, skills and creative competencies in educational design and innovation. The program serves community, business and organizational leaders, trainers, educators and other professionals in the public, private and voluntary (not-for-profit) sectors. The program bridges the online or on-campus learning environment and the workplace by cultivating personal transformative learning and professional efficacy. Students develop teamwork and collaboration skills for real-world problem-solving, high-impact instruction and change process management. The program stresses experiential learning designs and technology transfer. Participants in this program learn to foster a “culture of innovation” in multi-faceted learning environments, workplaces and community contexts.

The MA in education and innovation embraces Webster University’s mission “to transform students for global citizenship and individual excellence.”

The program is available with online courses, or with on-campus and field/travel-based formats.

**Learning Outcomes**

Candidates completing the MA in education and innovation will be able to:

- GOAL 1: Promote, inspire and cultivate creativity and innovative thinking for learning, service and leadership.
- GOAL 2: Practice instructional methods and technologies for transformative learning, interdisciplinary problem-solving and planet-sustainable solutions to local and global issues.
- GOAL 3: Develop competencies as design team leaders and learning facilitators.
- GOAL 4: Engage in lifelong learning for continuous improvement in professional practice and collaborative leadership.

**Summary of Assessment Plan**

The assessment plan for the MA in education and innovation will include key assessment of knowledge and competencies in four topical areas, including (a) theory and foundations, (b) methodologies and technologies in design and innovation, (c) instruction and leadership for innovation, and (d) evaluation and research. The MA in education and innovation program assessment principles are drawn from recommendations of the National Advisory Council on Innovation and Entrepreneurship (U.S. Department of Commerce, 2013). Requisite Competencies are assessed in one course in each of the topical areas. An overall program competencies review is included in the capstone course (EDIN 6001 Integrated Studies: Education and Innovation).

**Requirements**

**Core Courses (15 hours)**

- EDIN 5001 Foundations of Global Citizenship (3 hours)
- EDIN 5180 Creativity and Innovation (3 hours)
- EDIN 5630 Creative Multimedia Design for Innovative Learning (3 hours)
- EDIN 5624 Transformative Learning (3 hours)
- EDIN 5650 Design Thinking (3 hours)

**Electives (15 hours)**

Elective courses may include: program-relevant courses such as those listed below, advisor-approved graduate courses pertinent to the student's program of study or coursework applicable to graduate certificate programs in related fields. For complete list of available graduate certificate programs, see www.webster.edu/education/academics/certificates.html. Up to 9 hours of approved transfer graduate courses from other universities or in-service courses may be included in the program.

Examples of relevant elective courses:

- EDIN 5190 Leadership and Innovation (3 hours)
- EDIN 5622 Restorative Justice: Learning Communities (3 hours)
- EDIN 5620 Mindfulness (3 hours)
- EDIN 5750 Special Institute (1-3 hours)
- EDIN 5840 Innovations in Learning Systems: Global Perspectives (3 hours)
- EFGS 5000 Foundations of Global Sustainability (3 hours)
- EFGS 5410 In-Service Topics: Sustainability Institute for Educators (3 hours)
- EFGS 5740 Economics: Choices and Challenges (3 hours)

**Capstone (3 hours)**

- EDIN 6001 Integrated Studies: Education and Innovation (3 hours)

**Total: 33 credit hours**

**Admission**

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

**Admission Requirements**

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

**Send all admissions materials to:**
Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

**Advancement to Candidacy**

Students are automatically advanced to candidacy upon successful completion of 12 credit hours of approved courses, with a grade of B- or better.
Educational Leadership (EdS)

This program is offered by the School of Education. It is available online, at the St. Louis home campus and at select U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The educational specialist (EdS) degree provides opportunities for those who wish to increase their knowledge and skills beyond the master's level. Course-work, 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.

Schools are a microcosm of society. The problem schools face today whether urban, suburban or rural connect to societal issues. In order to meet the needs of today's students, principals need to be able to navigate in a labyrinth of rapidly shifting demographics and societal issues to find solutions that work for all stakeholders in their school communities. The EdS in educational leadership effectively prepares 21st-century school leaders by providing opportunities for principal candidates to synthesize the traditional aspects of school leadership with critical issues of diversity, self-awareness and reflective practice.

Successful candidates will become educational leaders who have high expectations for all students and are powerful advocates for the inclusion, understanding and encouragement of marginalized student groups. Principal candidates will have opportunities to engage in ongoing dialogue and reflection on issues of social justice, democracy and equity throughout their coursework and internship experiences. By challenging students to be active participants in difficult conversations about social justice and to immerse themselves in unfamiliar environments, the EdS program encourages aspiring principal candidates to develop a socially responsible leadership mindset transforming them into culturally responsive school leaders who are dedicated to realizing the vision of equity in education and the expectation of success for all learners.

In the educational leadership (EdS) program at Webster University, graduate students are learning to become administrators who are learning focused while developing positive relationships and understanding and appreciating diversity. The curriculum focuses on problem-solving, data-driven decision-making, research based instructional strategies as well as innovation, collaboration and educational culture.

The educational leadership (EdS) program is designed for students who want to develop their leadership skills and earn a post-master's degree. Successful graduates are able to integrate ethics and global perspectives into their professions to optimize the learning environment for teachers, students and their communities. Prepared to become educational leaders, graduates are ready to strive for positive outcomes in the preK-12 setting.

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.

Program Goals & Learning Outcomes

Program 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.

Learning Objectives

- Candidates will become culturally responsive leaders who use ethics, communication and critical and creative thinking to solve problems.
- Candidates will become instructional leaders with the skills to combine traditional leadership duties (scheduling, budgeting, supervising) with an unwavering commitment to student learning and teaching.
- Candidates will develop the critical theory leadership skills required to get effective and efficient results across internal and external boundaries.
- Candidates will build community through the development of relationships, collaboration and an understanding and appreciation of the differences that bring richness to school communities.
- Candidates will develop the ability to influence and enthuse others through personal advice and drive, and to access resources to build a solid platform for change.

Dispositions

The manner in which an individual behaves (his or her dispositions) affects an entire community. The National Educational Leadership Preparation (NELP) Standards stipulate three foundational dispositions that subsume all others. If one acts with integrity, fairness and ethically then one will be able to promote success of all students in the global community.

- Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- Program completers understand and demonstrate the capacity to evaluate, communicate about and advocate for ethical and legal decisions.
- Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

General Requirements & Certification

The educational leadership (EdS) requires satisfactory completion of 32 credit hours of prescribed curriculum that includes coursework, internships and a capstone/portfolio course. This course includes a formal review of the student's portfolio of documented competencies or other faculty-approved methods.
of documenting established competencies. Coursework is based upon the requirements as stated by National Educational Leadership Preparation (NELP), the Professional Standards for Educational Leaders (PSEL) and the Missouri Leader Standards for the Missouri Department of Elementary and Secondary Education (DESE). The goal of the program is to increase student leadership knowledge and skills for successful passing of the licensure test issued by the department of education in the state where students reside. Therefore, it is in the students’ best interest to confirm certification requirements with the department of education in the state in which they reside or which to obtain certification. Certification requirements vary from state to state.

Students wishing to combine the educational leadership (EdS) with certification must communicate 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. After successful completion of state-required assessment activities, students can apply for administrative certification.

Students seeking administrative certification must also hold valid teacher certification for the appropriate grade level or specialty area. Students seeking an out-of-state certificate must contact their state’s Department of Elementary and Secondary Education for information on requirements for administrative certificates. Some states require that students complete the entire educational leadership (EdS) program before certification will be granted.

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.

**Program Requirements**

The following are required courses for the educational leadership (EdS):

- LEAD 6500 Introduction to the Field Experience (1 hour)
- LEAD 6501 Foundations of Educational Leadership (3 hours)
- LEAD 6502 Leadership for Improving Learning (3 hours)
- LEAD 6503 Leadership for Ethics, Equity and Social Justice (2 hours)
- LEAD 6504 Resourceful Leadership (3 hours)
- LEAD 6505 Culture, Collaboration and Diversity (2 hours)
- LEAD 6506 Leadership with Vision (2 hours)
- LEAD 6507 Advanced School Law (3 hours)
- LEAD 6508 Trauma Informed Leadership (2 hours)
- LEAD 6509 Relational and Reflective Leadership (2 hours)
- LEAD 6510 Innovative Leadership (1 hour)
- LEAD 6511 Managerial Leadership (2 hours)
- LEAD 6512 Capstone/Field Experience (2 hours)
- LEAD 6523 Action Research I (2 hours)
- LEAD 6533 Action Research II (2 hours)

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

Students must take LEAD 6523 prior to LEAD 6533.

Students enrolled in the educational leadership (EdS) program and seeking principal certification must pass the appropriate Praxis/licensure exam prior to enrolling in LEAD 6512 and must have the permission of the program coordinator(s).

**Admission**

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

**Admission Requirements**

Applicants to the educational leadership (EdS) program are accepted each semester and in the summer. The applicant will submit the following credentials:

- Completion of a master’s degree in education or a related field, such as social work, business or communications.
- Superior academic ability at the graduate level with at least a 3.25 GPA.
- Official transcripts of previous undergraduate and graduate coursework.
- A current résumé.
- At least three letters of recommendation from faculty and/or associates.
- An entry interview.
- Essay.

**Send all admissions materials to:**

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

Completed application files will be reviewed by the Graduate Department of Education.

**Advancement to Candidacy**

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

**Requirements for Missouri Special Education Director Certification**

Special Education Director is an add-on certification. In Missouri, the Department of Elementary and Secondary Education requires special education teaching certification, completion of the above requirements and the following courses, totaling 9 hours:

- LEAD 6138 Foundations of Special Education Administration (3 hours)
- LEAD 6122 Special Education Law (2 hours)
- LEAD 6136 Special Education Internship (2 hours)
- LEAD 6006 Advanced Internship (2 hours)

**Educational Leadership and Administration (MA)**

This program is offered by the School of Education and is only available at the St. Louis home campus.

**Program Description**

The master of arts (MA) in educational leadership and administration is designed to prepare candidates for leadership and administrative positions in a variety of educational settings. This program emphasizes an understanding of the complexities of...
change in schools, communities and organizations. Participants develop and demonstrate the knowledge, skills and dispositions necessary to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision making, reflective and relational practice, and successful achievement of all students.

The MA in educational leadership and administration is for K-12 teachers who are passionate about schools, teachers and student learning. This program is an excellent way for students to rekindle their passion and to work on school improvement and student learning while meeting their professional development goals.

A challenging curriculum will deepen leadership capabilities, enhance learning and professional growth, and help candidates to think critically about the challenges in education today. Coursework provides opportunities for students to integrate knowledge learned in the field of leadership. Internship hours are required and offer students an opportunity to integrate leadership skills learned in coursework under an approved on-site mentor. Learning opportunities are presented in large and small group discussions, case studies, lectures, scenarios, simulations, problem-based actsives, project based learning and field experiences which are integrated into the coursework.

This program meets the standards of the National Educational Leadership Preparation Program (NELP) program for building leaders and the MO Leader Standards. It is approved by the Missouri Department of Elementary and Secondary Education. Skills taught prepare students to assume leadership roles in instruction, management, supervision, school improvement and problem solving.

Webster University does not issue principal certification but provides the coursework leading to certification. Students seeking an out-of-state certificate must contact their state’s Department of Elementary and Secondary Education for information on requirements for administrative certificates. Some states require students to complete the entire program at one university before issuing certification.

Students seeking certification must take the appropriate Praxis for their state. Missouri students will take the MOCA 78. All students will take the Missouri Performance Assessment. This assessment is embedded in coursework.

This program is designed to be completed in three semesters and one summer term.

Vision
To make value-added contributions to international, national, state, district and school-level policy for purposeful inclusive leadership practices that lead to equitable learning for all.

Mission
To empower educational leaders to improve teaching and learning using practices, policies and systems that create high-quality and equitable learning environments.

Learning Outcomes

- Successful candidates will be able to create and implement a vision of learning with stakeholders.
- Successful candidates will use positive and appropriate communication, engagement, partnerships and advocacy that foster positive relationships and the success and well-being of students.
- Successful candidates will be able to develop innovative programs supporting teaching and learning including diversity, equity and inclusion, resulting in a professional culture for student achievement.
- Successful candidates will be able to interact and make ethical decisions that support students and staff academically, behaviorally and operationally through data analysis, fiscal management and legal compliance.

Dispositions
The manner in which an individual behaves (his or her dispositions) affects an entire community. The National Educational Leadership Preparation (NELP) Standards stipulate three foundational dispositions that subsume all others. If one acts with integrity, fairness and ethically then one will be able to promote success of all students in the global community.

- Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- Program completers understand and demonstrate the capacity to evaluate, communicate about and advocate for ethical and legal decisions.
- Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

General Requirements & Certification
The master of arts (MA) in educational leadership and administration requires satisfactory completion of 32 credit hours of prescribed curriculum that includes coursework, internships and a capstone course. This course includes a formal review of the student's portfolio of documented competencies in field experiences as well as other documented established competencies.

Coursework is based upon the requirements as stated by the National Educational Leadership Preparation (NELP) and the Missouri Leader Standards from the Missouri Department of Elementary and Secondary Education (DESE). The goal of the program is to increase student leadership, knowledge and skills for successful passing of the principal licensure test issued by the department of education in the state where students reside. Therefore, it is in the students' best interest to confirm certification requirements with the department of education in the state in which they reside or which to obtain certification. Certification requirements vary from state to state.

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

Students seeking Missouri administrative certification must also hold valid teacher certification for the appropriate grade level or specialty area. Students seeking an out-of-state certificate must contact their state's Department of Elementary and Secondary Education for information on requirements for administrative certificates. Some states require that students must complete the entire educational leadership and administration (MA) before certification is granted.

MA 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 expectation is for students to demonstrate professionalism at all times.
Program Requirements
The following are required courses for the educational leadership and administration (MA):

- LEAD 5500 Field Experience I in Educational Leadership (2 hours)
- LEAD 5501 Foundations of Educational Leadership and Administration (3 hours)
- LEAD 5502 Curriculum, Instruction and Assessment (3 hours)
- LEAD 5503 Ethics for Leaders (3 hours)
- LEAD 5504 School Finance & Facilities (3 hours)
- LEAD 5505 Collaboration & Leadership (3 hours)
- LEAD 5506 Vision, Innovation and Technology (2 hours)
- LEAD 5507 School Law (3 hours)
- LEAD 5508 Educating for Equity and Cultural Competence (3 hours)
- LEAD 5509 Relational Leader, School and Community (2 hours)
- LEAD 5510 Talent Management for Recruitment, Development and Retention of Teachers and Personnel (2 hours)
- LEAD 5511 Practical Statistics & Data-Driven Decision-Making for Educators (2 hours)
- LEAD 5512 Capstone in Field Experience Seminar (2 hours)

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

Degree Program Requirements
Complete all coursework while maintaining a GPA of 3.25 or higher.

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

Admission Requirements
- Possess a baccalaureate degree from an accredited college or university with a minimum GPA of 2.5 on a 4.0 scale.
- Completion of the course Education of the Exceptional Child, or equivalent, for Missouri certification.

Send all admissions materials to:
Webster University
Office of Admission
470 East Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the Graduate Department of Education.

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

Requirements for Missouri Initial Principal Certification
- Hold a valid professional initial teaching certificate.
- Have had two years teaching experience.

- Successful completion of all coursework with a GPA of 3.0 or higher.
- Passing the required Praxis (in Missouri this is the required MOCA).
- Passing the Missouri Performance Assessment (required for all students).

NOTE: In Missouri, school counselor certificates, speech-language certificates, etc., are not considered initial teacher certificates. Students pursuing special education administration will be able to work as administrators in these fields, but not as building principals unless the valid professional initial teaching certificate is also held, in addition to two years teaching experience. See the Missouri Department of Elementary and Secondary Education for more information.

Requirements for Missouri Special Education Director Certification
Special Education Director is an add-on certification. In Missouri, the Department of Elementary and Secondary Education requires special education teaching certification, completion of the above requirements and the following courses, totaling 9 hours:

- LEAD 6138 Foundations of Special Education Administration (3 hours)
- LEAD 6122 Special Education and Law (2 hours)
- LEAD 6136 Special Education Internship (2 hours)
- LEAD 6006 Advanced Internship (2 hours)

Educational Technology (MET)

This program is offered by the School of Education. It is available online, at the St. Louis home campus and at select U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description
The master of educational technology (MET) degree enables corporate and military trainers, as well as other professional educators, 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.

Themes of the Master of Educational Technology Degree Program
Candidates who pursue the master of educational technology (MET) degree explore technology and multimedia including print, graphics, sound, video and the web. The degree is aligned to the International Society for Technology in Education (ISTE) NETS-T standards:

- Practicing, supporting and fostering learning and creativity through technologies.
- Enhancing 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.
Learning Outcomes

Learners completing the MET degree program will be able to:

- Model ethical uses and applications of digital media in work and educational settings. (NETS.T 2008.4)
- Demonstrate effective uses of technology and multimedia (audio, video, text, images, interactive media, etc) for learning, 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 that enhance content mastery, creative thinking, critical thinking and global citizenship. (NETS.T 2008.1)

Program Curriculum

Learners 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 Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5900 Technology Ethics & Society (3 hours)

Technology Core Courses (11 hours)
- EDTC 5040 Graphic Design for Educators (2 hours)
- EDTC 5070 Desktop Publishing for Educators (2 hours)
- EDTC 5290 Video Production for Teaching and Learning (3 hours)
  or EDTC 5295 Advanced Techniques in Video Production for Teaching and Learning (3 hours)
- EDTC 5550 Web Page Authoring and Design I (2 hours)
- EDTC 5555 Web Page Authoring and Design II (2 hours)

Electives (12 hours)
- At least 6 credit hours must be in EDTC, other than EDTC 5210 and EDTC 5410

Capstone (2 hours)
(Both courses are required)
- EDTC 5995 Final Program Survey (0 hours)
- EDTC 5996 Content Performance Portfolio (2 hours)
  (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 of this catalog for general requirements.

Admission Requirements

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

Send all admissions materials to:

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

Completed application files will be reviewed by the coordinator of Educational Technology.

Advancement to Candidacy

Upon successful completion of 12 credit hours within the MET, all degree-seeking students are required to apply for advancement to candidacy. For specific details, please see your advisor.

Environmental Management (MS)

This program is offered by the College of Arts & Sciences. It is available online and at the Fort Leonard Wood campus, but it is not available at the St. Louis home campus.

Program Description

The 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. 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.

Learning Outcomes

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

- Apply key terminology, facts, concepts, principles, historical perspectives and theories concerning environmental management and global sustainability toward solving environmental challenges.
- Align sustainability initiatives with organization mission and core values.
- Manage environmental-related risk from an organization’s operation.
- Identify environmental hazards affecting air, water and soil quality.
- Assess environmental-related risk.
- Develop controls to reduce or eliminate risk.
- Employ project management processes and analytical tools to achieve a sustainable outcome to environmental problems.
- Conduct environmental research and communicate risk from an organization’s operations.
- Research scientific, engineering, economic, and congressional information for statutory, regulatory and sustainable approaches to environmental problems.
- Prepare technical papers/briefings to communicate risk/solutions to stakeholders.

Program Curriculum

Required Courses

The 36 credit hours required for the MS in environmental management must include the following courses:

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

In addition, the student completes 9 credit hours of graduate elective courses offered from other programs.

Emphasis in Environmental Sustainability
The emphasis in environmental sustainability is designed to provide environmental managers with specialized coursework in this area. This emphasis area concentrates on the relationship between sustainability and environmental resource management to include managing economic, social and ecological systems with and external to an organizational entity in order for it to sustain both itself and the system it exists within.

Additional Emphasis Learning Outcomes
Upon completion of this emphasis, students will be able to:
• Identify the basic scientific principle of ecology and biodiversity and the way human systems integrate with natural systems.
• Conduct research and present findings on selected environmental sustainability topics.
• Identify the limits of science and law in resolving environmental disputes.
• Review managerial, technological and policy approaches to natural resource management.
• Effectively communicate energy-related legislation and policies to stakeholders.

Emphasis Curriculum
The MS in environmental management with an emphasis in environmental sustainability requires 39 credit hours. The 12 credit hours required for the emphasis in environmental sustainability must include the following courses:

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

Dual Degree Option: MBA/MS in Environmental Management
54 to 57 Credit Hours
Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

• BUSN 5000 Business (3 hours)
• MBA 5010 Value Creation (3 hours)
• MBA 5020 Quantitative Methods for the MBA (3 hours)
• MBA 5030 Market Analysis and Business Planning (3 hours)
• MBA 5100 Adding Value through Human Capital (3 hours)
• MBA 5200 The Financial Value of Capital Projects (3 hours)
• MBA 5300 Providing Value to Customers (3 hours)

• MBA 5400 The Supply Chain and Business Processes (3 hours)
• MBA 5500 Information Support for Decision Making (3 hours)
• MBA 5910 Cases in Value Creation (3 hours)
• MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
• ENMG 5000 Environmental Science (3 hours)
• ENMG 5100 Environmental Law (3 hours)
• ENMG 5200 Environmental Regulations and Compliance Auditing (3 hours)
• ENMG 5300 Environmental Accounting (3 hours)
• ENMG 6100 Management of Land and Water Resources (3 hours)
• ENMG 6110 Management of Air Quality (3 hours)
• ENMG 6120 Waste Management and Pollution Control (3 hours)
• ENMG 6200 Environmental Risk Management and Strategies (3 hours)

Note: The MS in environmental management has a program prerequisite of BUSN 5760.

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

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Advancement to Candidacy
Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Finance (MS)*

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus, and at select U.S. and international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

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 markets and institutions. Additionally, students will experience significant exposure to supporting coursework in the closely related fields of accounting and economics. A capstone experience will tie together the major finance topics, with a significant focus on mergers and acquisitions, and will expose students to literature, and the analysis thereof, pertinent to the field.
After a comprehensive examination of the field, students may choose their electives to satisfy their specific career goals. Students desiring to take advanced certification, such as the CFA (Chartered Financial Analyst) or CFP (Certified Financial Planner), will want to take advanced courses in Derivatives, Financial Statement Analysis, Advanced 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.

*NOTE: The master of science (MS) degree is abbreviated as MSc when completed in Vienna with Austrian accreditation.

Learning Outcomes

- Students can determine the value of financial assets.
- Students can analyze the financial decisions of a corporation.
- Students can evaluate credit and interest rate risk.

Program Curriculum

The master of science in finance requires 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 finance:

- BUSN 6070 Management Accounting (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- FINC 5000 Finance (3 hours)
- FINC 5100 Financial Modeling (3 hours)
- FINC 5210 Investments (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)

Prerequisites

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

Note: Program prerequisites are to be completed before beginning coursework for the master of science in finance for those students who have not completed prerequisite courses (or an appropriate equivalent) within five years of entering the program and having earned a grade of B or better. If the appropriate prerequisite course content was completed longer than five years prior to entering the program, the department will allow a waiver if the student demonstrates a command of the content area by successfully completing a waiver examination.

Dual Degree Option: MBA/MS in Finance

54 to 57 Credit Hours

Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- BUSN 6070 Management Account (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- FINC 5000 Finance* (3 hours)
- FINC 5100 Financial Modeling (3 hours)
- FINC 5210 Investments (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)

*FINC 5000 and BUSN 5760 substitute for MBA 5020.  
+FINC 5000 substitutes for MBA 5200.

Admission

Applicants to the MS in finance must have completed a bachelor's degree or higher in a business discipline in a program accredited by ACBSP, AACSB, IACBE, EQUIS or AMBA. An applicant without such a degree wishing to enroll in this program will be required to first complete the following undergraduate courses (or their equivalents) with a grade of C- or better (17 credit hours total, not including individual course prerequisites):

- MNGT 2100 Management Theory & Practices
- ACCT 2010 Financial Accounting
- BUSN 2500 Introduction to Statistics
- ECON 3000 Survey of Economics
- MNGT 2500 Marketing
- BUSN 3500 Business & Global Issues
- BUSN 4500 Ethical Issues in Business

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

Send all admissions materials to:
Office of Admission  
Webster University
Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Forensic Accounting (MS)

The program is offered by the George Herbert Walker School of Business & Technology and is only available at the St. Louis home campus.

Program Description

The master of science (MS) in forensic accounting 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

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

Program Curriculum

The master of science in forensic accounting requires the successful completion of 36 credit hours, including 33 required credit hours and 3 credit hours of electives. The following courses are required for the master of science in forensic accounting:

- ACCT 5000 Introduction to Forensic Accounting (3 hours)
- ACCT 5010 Legal Procedure, Substantive Law and Professional Ethics in Forensic Accounting (3 hours)
- ACCT 5100 Investigation of Financial Fraud (3 hours)
- ACCT 5150 Introduction to Cyber Forensics (3 hours)
- ACCT 5200 Business Valuation (3 hours)
- ACCT 5250 Special Topics in Litigation Accounting (3 hours)
- ACCT 5350 Analytics for Forensic Accountants (3 hours)
- ACCT 5400 Internal Auditing (3 hours)
- ACCT 5550 Case Studies in Forensic Accounting (3 hours)
- ACCT 5800 Forensic Accounting Practicum (3 hours)
- ACCT 5900 Forensic Accounting Capstone (3 hours)

Admission

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

Admission Requirements

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

Send all admissions materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Gerontology (MA)

This program is offered by the College of Arts & Sciences and is only available online.

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 will be able to:

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

**Program Curriculum**

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

- **GERN 5000 Gerontology (Requisite Course)** (3 hours)
- **GERN 5600 Economic Issues for Older Adults** (3 hours)
- **GERN 5620 Physiology of Aging** (3 hours)
- **GERN 5630 Psychology of Aging** (3 hours)
- **GERN 5640 Management of Programs for Older Adults** (3 hours)
- **GERN 5660 Research and Assessment in Gerontology** (3 hours)
- **GERN 5660 Social Science Perspectives in Gerontology** (3 hours)
- **GERN 6000 Integrated Studies in Gerontology** (3 hours)

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

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

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

**Admission**

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

**Send all admissions materials to:**

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

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**Advancement to Candidacy**

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

**Health Care Management (MA)**

This program is offered by the George Herbert Walker School of Business & Technology. It is only available at the Geneva campus and the courses are taught in French.

**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.

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

**Learning Outcomes**

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques and theories used in the field of health care management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques and theories used in the field of 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) in health care management must include the following courses:

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

**Admission**

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

**Send all admissions materials to:**
Advancement to Candidacy
Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Human Resources Development (MA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at select U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

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, consulting firms, or human resources development consulting firms.

The MA in human resources development is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

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

Program Curriculum
The 36 credit hours required for the master of arts (MA) in human resources development must include the following courses:

- MBA 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 Hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5510 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- HRDV 5000 Introduction to Human Resources Development (Requisite Course) (3 hours)
- HRDV 5590 Organizational Behavior (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRDV 5560 Group Development and Change (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- HRDV 5700 Career Management (3 hours)
- HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
- HRDV 6000 Integrated Studies in Human Resources Development (3 hours)

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/MA in Human Resources Development

51 to 54 Credit Hours
Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 Horus)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5510 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- HRDV 5000 Introduction to Human Resources Development (3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRDV 5560 Group Development and Change (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- HRDV 5700 Career Management (3 hours)
- HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
- HRDV 6000 Integrated Studies in Human Resources Development (3 hours)

*MNGT 5590 may substitute for MBA 5100.

Admission
Students who are interested in applying to either of these programs should see the Admission section of this catalog for general requirements.
Human Resources Management (MA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at select U.S. and international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The goal of the human resources management degree is to prepare human resource professionals to address the complexities and challenges of managing today's workforce. The program content is designed to provide a comprehensive coverage of the major human resource functions, addressing strategic decisions and operational execution of HR service delivery. The courses involve both practical and theoretical considerations in the development of HR professionals in settings such as business, industry, government and nonprofit organizations and institutions, both nationally and globally.

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques and theories used in human resources management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques and theories used in human resources management when analyzing situations.
- Students will be able to effectively integrate important facts, concepts, principles and theories used in human resources management when developing solutions or analyzing situations.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in human resources management must include the following courses:

- HRMG 5000 Managing Human Resources (Requisite Course) (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- HROV 5610 Training and Development (3 hours)
- HRMG 5700 Employment Law (3 hours)
- HRMG 5800 Staffing (3 hours)
- HRMG 5920 Compensation (3 hours)
- HRMG 5930 Labor-Management Relations (3 hours)
- HRMG 6000 Integrated Studies in Human Resources Management (3 hours)

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/MA in Human Resources Management

51 to 54 Credit Hours

Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
degrees

• MBA 5400 The Supply Chain and Business Processes (3 hours)
• MBA 5500 Information Support for Decision Making (3 hours)
• MBA 5910 Cases in Value Creation (3 hours)
• MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
• HRMG 5000 Managing Human Resources (3 hours)
• MNGT 5590 Organizational Behavior* (3 hours)
• HRDV 5610 Training and Development (3 hours)
• HRMG 5700 Employment Law (3 hours)
• HRMG 5800 Staffing (3 hours)
• HRMG 5920 Compensation (3 hours)
• HRMG 5930 Labor-Management Relations (3 hours)
• HRMG 6000 Integrated Studies in Human Resources Management (3 hours)

*MNGT 5590 may substitute for MBA 5100.

Admission

Students who are interested in applying to either of these programs should see the Admission section of this catalog for general requirements.

Send all admissions materials to:

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

Applicants to the human resources management (MA) must have completed a business or business-related undergraduate degree meeting the following criteria:

• University/college is regionally accredited
• The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Applicants who do not meet these qualifications must do one of the following:

• Successfully complete BUSN 5000.
  • Note: BUSN 5000 will count as an elective in the program. This option is only available for students who are required to take BUSN 5000.
• Complete all of the following undergraduate courses (or their equivalents) with a grade of C- or better (17 credit hours total, not including individual course prerequisites:
  • MNGT 2100 Management Theory and Practices
  • ACCT 2010 Financial Accounting
  • BUSN 2750 Introduction to Statistics
  • ECON 2000 Survey of Economics
  • MNGT 2500 Marketing
  • BUSN 3500 Business and Global Issues
  • BUSN 4500 Ethical Issues in Business

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Human Services (MA)

This program is offered by the College of Arts & Sciences. It is available online, at the St. Louis home campus and at select

U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The human services curriculum is designed to prepare students for professional careers in human and social service agencies. The curriculum incorporates interdisciplinary local and global perspectives and knowledge, which facilitate the interpretation, analysis, synthesis and communication of human services concepts, theories and skills.

Learning Outcomes

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

• Analyze the scope of social and human conditions that promote or inhibit effective human services delivery systems, policies and outcomes.
• Identify core human services ethics, values, systems and skills.
• Evaluate policy or process recommendations to improve the functioning of human service agencies and interventions.
• Apply current research-based knowledge, theories, skills and ethics in a human services context.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in human services must include the following courses:

• HUMS 5000 Foundations of Human Services (3 hours)
• COUN 5050 Human Growth and Development (3 hours)
• HUMS 5200 Social Welfare Policy (3 hours)
• NURN 5360 Organization and Systems Leadership (3 hours)
or
• MNGT 5590 Organizational Behavior (3 hours)
• GERN 5660 Research and Assessment in Gerontology (3 hours)
or
• EPSY 5800 Applied Research (3 hours)
• HUMS 5800 Field Experience I (3 hours)
• HUMS 5850 Field Experience II (3 hours)
• HUMS 6000 Human Services Capstone (3 hours)
• 4 appropriate graduate elective courses (12 hours), determined in consultation with the student’s advisor and approved by the department.

Admission

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

Send all admissions materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

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Information Technology Management (MA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at select U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The master of arts (MA) in information technology management 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.

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

Learning Outcomes

• Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques and theories used in the field of information technology management.
• Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques and theories used in the field of 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 of information technology management when developing solutions to multifaceted information technology management problems in complex factual situations.

Program Curriculum

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

• ITM 5000 Information Technology Management: Overview (Requisite Course) (3 hours)
• MNGT 5590 Organizational Behavior (3 hours)
• BUSN 5200 Basic Finance for Managers (3 hours)
• ITM 5100 Information and Communications Systems and Networks (3 hours)
• ITM 5200 Project Management of Information Technology (3 hours)
• ITM 5300 Procurement and Contract Management for Organizations (3 hours)
• ITM 5400 Systems Analysis, Design and Implementation (3 hours)
• ITM 5500 Information Technology Management: Overview (3 hours)
• ITM 5600 Information and Communications Security (3 hours)
• ITM 6000 Final Project in Information Technology Management (3 hours)

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.

Dual Degree Option: MBA/MA in Information Technology Management

51 to 54 Credit Hours

Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

• BUSN 5000 Business (3 hours)
• MBA 5010 Value Creation (3 hours)
• MBA 5020 Quantitative Methods for the MBA (3 hours)
• MBA 5030 Market Analysis and Business Planning (3 hours)
• MBA 5100 Adding Value through Human Capital (3 hours)
• MBA 5200 The Financial Value of Capital Projects (3 hours)
• MBA 5300 Providing Value to Customers (3 hours)
• MBA 5400 The Supply Chain and Business Processes (3 hours)
• MBA 5500 Information Support for Decision Making (3 hours)
• MBA 5910 Cases in Value Creation (3 hours)
• MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
• ITM 5000 Information Technology Management: Overview (3 hours)
• ITM 5100 Information and Communications System and Networks (3 hours)
• ITM 5200 Project Management of Information Technology (3 hours)
• ITM 5300 Procurement and Contract Management for Information Technology (3 hours)
• ITM 5400 Systems Analysis, Design and Implementation (3 hours)
• ITM 5600 Information and Communications Security (3 hours)
• ITM 6000 Final Project in Information Technology Management (3 hours)

Admission

Students who are interested in applying to either of these programs should see the Admission section of this catalog for general requirements.

Send all admissions materials to:

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

Applicants to the information technology management (MA) must have completed a business or business-related undergraduate degree meeting the following criteria:

• University/college is regionally accredited
• The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Applicants who do not meet these qualifications must do one of the following:
degrees

• Successfully complete BUSN 5000.
  • Note: BUSN 5000 will count as an elective in the program. This option is only available for students who are required to take BUSN 5000.
• Complete all of the following undergraduate courses (or their equivalents) with a grade of C- or better (17 credit hours total, not including individual course prerequisites:
  • MNGT 2100 Management Theory and Practices
  • ACCT 2010 Financial Accounting
  • BUSN 2750 Introduction to Statistics
  • ECON 2000 Survey of Economics
  • MNGT 2500 Marketing
  • BUSN 3500 Business and Global Issues
  • BUSN 4500 Ethical Issues in Business

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

International Relations (Global MA)

This program is offered by the College of Arts & Sciences and is accepting applications for Fall 2021.

Program Description

The global master of arts (GMA) in international relations is designed to develop and deepen student expertise in world politics and international affairs. The intensive, one-year program integrates the study of politics and policy through a rigorous and applied curriculum focused on the intersections of international affairs, such as international political economy, international organizations and human rights. The structure of the GMA in international relations, which includes a four-country, immersive curriculum, provides students with the competence to analyze and develop expertise in complex issues such as terrorism, economic development, transnational migration and political transitions and exposes students to the decision-makers and organizations tasked with responding to the issues. Students develop broad expertise in international relations and gain practical experience by interacting with policy professionals in each country. This program is ideal for current international affairs professionals and those seeking work with a governmental agency, an international organization, a nongovernmental organization or a multinational corporation. This program is also recommended to students who would like to pursue an academic career.

Global Degrees

Students enrolled in a Webster Global degree achieve greater comprehension of global issues through traditional course work but also through lived experience in different nations, interaction with local people and through field visits. Hence, there are several fundamental experiences that distinguish the "Global degree" from a "non-global" degree.

• A Global degree cannot be completed at one Webster University campus alone.
• A Global degree includes study at several Webster University campuses in a minimum of three different countries.

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

Participants in a Global degree program move among Webster campuses as a cohort. It allows students to get to know each other and help each other. A Global degree program is not designed for single students moving among campuses. The cohort size will be determined by the academic department offering the Global degree. The integration of location-specific highlights that enhance academic understanding is crucial to a Global degree and should be organized as a part of the students' coursework, normally in professional seminars.

Locations

Students in the global international relations program typically visit three of the following:

• Accra, Ghana
• Athens, Greece
• Bangkok, Thailand
• Geneva, Switzerland
• Leiden, The Netherlands
• Vienna, Austria

Students interested in this program may enroll through the St. Louis home campus. For more information, visit webster.edu/global.

Learning Outcomes

Students who complete this program will be able to:

• Apply practical expertise through exposure to immersive, experiential learning opportunities, such as site visits, partial internships and presenting at academic and/or professional conferences.
• Develop applied international expertise by exploring the intersections of international relations, international organizations and non-governmental organizations.
• Create an original research project via the master’s thesis/ capstone project to include in their professional development portfolio.
• Evaluate and analyze critical international events through applied case studies and simulations relevant to international affairs.
• Develop and design a career or professional development plan to aid in their pursuit of employment or enhance their current career positions.

Program Curriculum

The 30 credit hours required for the global master of arts (GMA) in international relations must include the following courses:

• INTL 5000 Introduction to International Relations (3 hours)
• INTL 5100 Research Methods and Perspectives (3 hours)
• INTL 6000 Capstone in International Relations (3 hours)
• INTL 5500 Professional Seminar (3 hours)
• Two courses from the Comparative Politics Cluster (6 hours)
• Four courses from the International Politics Cluster (12 hours)
• One elective course from either the Comparative Politics or International Politics Cluster (3 hours)
Students in the Global MA in international relations can apply to complete INTL 6250 Thesis and in place of the INTL 6000 Capstone in International Relations. Doing so requires 3-6 additional credits.

Comparative Politics Cluster (2 courses)
- INTL 5050 Comparative Politics (3 hours)
- INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5580 Politics of Development (3 hours)
- INTL 5600 Area Studies (3 hours)
- INTL 5605 Topics in Comparative Politics (3 hours)
- INTL 5625 Middle East Area Studies (3 hours)
- INTL 5635 Western European Area Studies (3 hours)
- INTL 5645 Asian Area Studies (3 hours)
- INTL 5655 African Area Studies (3 hours)
- INTL 5665 South and Central Asia Area Studies (3 hours)
- INTL 5675 Central and Eastern European Area Studies (3 hours)
- INTL 5685 Latin American Area Studies (3 hours)

International Politics Cluster (4 courses)
- INTL 5400 International Political Economy (3 hours)
- INTL 5510 Theories of International Relations (3 hours)
- INTL 5530 International Law (3 hours)
- INTL 5535 International Disaster Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5560 U.S. Foreign Policy (3 hours)
- INTL 5590 International Security (3 hours)
- INTL 5595 Energy Security (3 hours)
- INTL 5700 Humanitarian Issues in International Politics (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5860 Issues in International Politics (3 hours)
- INTL 5870 International Law and Politics of Outer Space (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)
- HRTS 5000 Introduction to International Human Rights (3 hours)
- INGO 5000 Introduction to International and Nongovernmental Organizations (3 hours)
- INGO 5600 Principles of Negotiations (3 hours)

Approved Electives
With permission of the program director, the following courses can count toward the GMA program:
- INTB 5960 Economic Development (3 hours)
- INGO 5900 Project Management for International and Nongovernmental Organizations (3 hours)
- INGO 5700 Grant Writing, Fundraising and Development for International and Nongovernmental Organizations (3 hours)
- INGO 6500 Internship in International Nongovernmental Organizations (3 hours)
- INTL 5300 Field Work (3-6 hours)
- INTL 5900 Advanced Research Methods (3 hours)

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

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

Application deadline is March 1st, or until the class is filled, for enrollment in August of the same year.

Admission Requirements
- A completed Graduate Application for Admission, which can be completed and submitted online at http://webster.edu/apply.
  Important Note: When asked to choose a program on the online application, applicants should select “St. Louis campuses” > “St Louis Home campus” > “Graduate”, and then choose “Global International Relations.” Applicants do not have to submit another application specific to the GMAIR program.
- A $50 non-refundable application fee, which can be submitted online with the application for admission. (The application fee is waived for McNair Scholars.)
- An official transcript showing conferred of a bachelor’s degree from a regionally accredited institution. Students who completed their university education outside the U.S. must have earned a comparable recognized bachelor’s degree, as determined by Webster University. Students who expect to earn their bachelor’s degree by July (the month prior to the start of the program) must submit an official transcript showing current academic progress. A final degree-conferred transcript must be submitted for full admission. Applicants who have completed graduate-level work should also request an official graduate transcript to be mailed to the Office of 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 considered on a case-by-case basis.
- A current résumé showing education, work and volunteer experience.
- Two letters of recommendation which speak to the applicant’s motivation, character and ability to be successful in an intensive, 11-month graduate program that requires significant travel. One letter should come from a former or current professor/instructor. Recommendation letters should be written in narrative form and no more than one page in length. Applicants may submit recommendation letters with their application packet.
- A phone interview or essay may be required.

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

Send all admissions materials to:
Office of Admission
RE: Global MA in International Relations
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Advancement to Candidacy
Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.
International Relations (MA)

This program is offered by the College of Arts & Sciences. It is available online, at the St. Louis home campus and at select U.S. and international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

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 for students planning to pursue a PhD or an academic career at another institution.

The degree requires satisfactory completion of 27 credit hours of the INTL curriculum and 9 credit hours of graduate electives for a total of 36 credit hours.

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

Learning Outcomes

Students who complete this program will be able to:

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

Program Curriculum

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

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

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

**Advanced Research Methods may be substituted for a course in the Comparative cluster or in the International Politics cluster.

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

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

Dual Degree Option: MBA/MA in International Relations

57 to 60 Credit Hours

Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.
Upon completion of all required credit hours, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- INTL 5000 Introduction to International Relations (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
- INTL 6000 Capstone in International Relations (3 hours)
- INTL 6250 Thesis* (6 hours) and INTL 6900 University Thesis Requirement* (0 hours)
- Two courses from the Comparative Politics Cluster of the MA in international relations (6 hours)
- Four courses from the International Politics Cluster of the MA in international relations (12 hours)

*Students taking INTL 6250 must also register for INTL 6900. Students completing their degree at either the Vienna or Geneva campus must complete INTL 6250 and INTL 6900.

Dual Major Option: National Security Studies/International Relations

51 Credit Hours

Upon completion of the 51 credits, a single degree is awarded with two major concentrations. The two programs cannot be awarded separately or sequentially under this arrangement.

Required Courses

- INTL 5000 Introduction to International Relations (3 hours)
- NTSC 5000 Introduction to National Security Studies (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
- or NTSC 5100 Research Methods in National Security Studies (3 hours)
- INTL 5590 International Security (3 hours)
- INTL 6000 Capstone in International Relations (3 hours)
- or INTL 6250 Thesis* (6 hours) and INTL 6900 University Thesis Requirement* (0 hours)
- Two courses from the Comparative Politics Cluster of the MA in international relations (6 hours)
- Four courses from the International Politics Cluster of the MA in international relations (12 hours)

*Students taking INTL 6250 Thesis or NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The six credit hours for INTL 6250 or NTSC 6250 are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Electives

- 4 additional courses (12 hours) from the International and Regional Security Track in the MA in national security studies
- 4 courses (12 hours) from electives in other tracks in the MA in national security studies

- 2 courses (6 hours) from the Comparative Politics Cluster of the MA in international relations
- 2 elective courses (6 hours) in the MA in international relations

Admission

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

Send all admissions materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Legal Studies (MA)

This program is offered by the College of Arts & Sciences. It is available online, at the St. Louis home campus and at select U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The coursework for the master of arts (MA) in legal studies is designed to provide students with a broad understanding of the legal environment in which individuals, businesses and the judiciary operates. This degree should be attractive to those individuals who need additional legal knowledge to function more effectively (for example, managers, teachers, government employees and legal assistants). The program in legal studies does not prepare students for the practice of law, and its graduates are not eligible for admission to the bar.

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

Learning Outcomes

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

- Utilize critical thinking strategies for legal reasoning and analysis.
- Demonstrate an understanding of the Code of Professional Responsibility to guide professional behaviors and decision-making.
- Integrate the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
- Demonstrate an understanding of the essential goals of legal researching, problem solving and logic as applied to legal writing.
Management and Leadership (MA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at select U.S. and international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

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

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

Learning Outcomes

Graduates of management and leadership program will be able to:

- Demonstrate proficiency with group dynamics, collaboration, interpersonal relations and leading individuals, teams and organizations.
- Analyze and organize proficient solutions for complex business problems and demonstrate logical reasoning and idea generation for making effective business decisions.
- Demonstrate proficiency in the functional areas of business, such as finance, accounting, marketing operations and human resources, as well as the capacity to synthesize and apply this functional knowledge.
- Construct solutions to management problems using facts, concepts, principles and analytical techniques, quantitative skills and theories used in the study of management.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in management and leadership must include the following courses:

- MNGT 5000 Management (Requisite Course) (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- MNGT 5650 Management and Strategy (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- MNGT 6000 Integrated Studies in Management (3 hours)

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.

Emphasis Options

Management and leadership has 12 hours of elective credit. Students can customize this generalist degree by using these
hours to capture an emphasis. Seven emphases are shown below, with their parent departments.

Cybersecurity (Math & Computer Science)
- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

Digital Marketing Management (Management)
39 Credit Hours
- MRKT 5000 Foundations of Marketing Strategic Thinking (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5895 Marketing Analytics* (3 hours)
- MRKT 5750 Management of Social Media (3 hours)
- MRKT 5790 Digital Marketing Strategy (3 hours)

*BUSN 5760 or MRKT 5890 is a prerequisite course and must be taken prior to MRKT 5895.

Entrepreneurship (Management)
- ENTR 5000 Entrepreneurship Process, Methods and Innovation (3 hours)
- ENTR 5200 Corporate Entrepreneurship (3 hours)
- MNGT 5990 Corporate Responsibility and Society (3 hours)
- NPLR 5210 Social Enterprise and Social Entrepreneurship (3 hours)

Health Administration (Business)
- HLTH 5000 Organization and Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- HLTH 5140 Health Administration Law (3 hours)

Marketing (Management)
39 Credit Hours
- MRKT 5000 Foundations of Marketing Strategic Thinking (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- Any MRKT designated course or elective courses listed in the MS in marketing program (3 hours)

Organizational Development and Change (Management)
- ORDV 5000 Practicing Organizational Development (3 hours)
- ORDV 5100 Change Leader Self-Mastery (3 hours)
- ORDV 5200 Organizational Development Consulting Practices (3 hours)
- ORDV 5300 Data-Driven Approaches to Organizational Development (3 hours)

Project Management (Business)
- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5300 Project Procurement Management (3 hours)
- BUSN 5700 Advances in Project Management (3 hours) (prerequisites: BUSN 5100 and BUSN 5760)

Students completing an emphasis in project management may qualify for a graduate certificate in project management, where the certificate is available. To gain the certificate, students must pay a second graduation fee.

Dual Degree Option: MBA/MA in Management and Leadership
48 to 51 Credit Hours
Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- MNGT 5000 Management (3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- MNGT 5650 Management and Strategy (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- MNGT 6000 Integrated Studies in Management (3 hours)

*MNGT 5590 may substitute for MBA 5100.

Admission
Students who are interested in applying to either of these programs should see the Admission section of this catalog for general requirements.

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Applicants to the management and leadership (MA) must have completed a business or business-related undergraduate degree meeting the following criteria:
- University/college is regionally accredited
- The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Applicants who do not meet these qualifications must do one of the following:
- Successfully complete BUSN 5000.
  - Note: BUSN 5000 will count as an elective in the program. This option is only available for students who are required to take BUSN 5000.
Marketing (MS)*

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at the Vienna* campus.

Program Description

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

*NOTE: The master of science (MS) degree is abbreviated as MSc when completed in Vienna with Austrian accreditation.

Learning Outcomes

- Students will be able to effectively acquire relevant information as well as evaluate and analyze it in order to make impactful strategic marketing decisions.
- Students will be able to effectively manage value creation by developing and evaluating marketing strategies and objectives to foster long-term success and promote meaningful relationships.
- Student will demonstrate personal skills (e.g. communication, personal brand management, ethics) which are important keys to success as a marketing manager.

Program Curriculum

The 36 credit hours required for the master of science in marketing must include the following courses:

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

In addition, the student chooses elective courses offered in this major (e.g. MRKT prefix) or from the following list:

- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3 hours)
- ADVT 5410 Fundamentals of Branding (3 hours)
- CSIS 5420 Data Mining (3 hours)
- BUSN 6160 Integrated Business Processes and ERP (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)

If the requisite course is waived, the student must choose an elective course from the electives listed above. 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/MS in Marketing

54 to 57 Credit Hours

Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- MRKT 5000 Foundations of Marketing Strategic Thinking* (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5730 International Marketing (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5850 Marketing Analytics (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- MRKT 6000 Integrated Studies in Marketing (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)

*MKT 5000 substitutes for MBA 5300.

Admission

Students who are interested in applying to either of these programs should see the Admission section of this catalog for general requirements.

Send all admissions materials to:
Office of Admission
Webster University
Applicants to the marketing (MS) must have completed a business or business-related undergraduate degree meeting the following criteria:

- University/college is regionally accredited
- The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Applicants who do not meet these qualifications must do one of the following:

- Successfully complete BUSN 5000.
  - Note: BUSN 5000 will count as an elective in the program. This option is only available for students who are required to take BUSN 5000.
- Complete all of the following undergraduate courses (or their equivalents) with a grade of C- or better (17 credit hours total, not including individual course prerequisites:
  - MNGT 2100 Management Theory and Practices
  - ACO 2010 Financial Accounting
  - BUSN 2750 Introduction to Statistics
  - ECON 2000 Survey of Economics
  - MNGT 2500 Marketing
  - BUSN 3500 Business and Global Issues
  - BUSN 4500 Ethical Issues in Business

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Master of Arts in Teaching (MAT) with an Emphasis in Elementary Education

This program is offered by the School of Education and is only available at the St. Louis home campus.

Program Description

The master of arts in teaching (MAT) program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry-based environments.

This graduate degree program is designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification in the following emphasis areas: elementary education, middle school education, secondary school education, or special education.

Learning Outcomes

The goals of the MAT with an emphasis in elementary education are to cultivate graduates who are:

- Knowledgeable of the history of primary and intermediate education, characteristics of students in this age range 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 elementary school children.
- Reflective about their roles as educators to improve learning outcomes, and who collaborate with families and other members of the community to advocate for inclusive and equitable educational opportunities for students from diverse backgrounds.
- Capable of recognizing, valuing and responding to the unique individual abilities and differences of elementary age students.

Emphasis in Elementary Education

Required Courses

The following 31 hours of courses and 14 hours of field experiences are required to earn the MAT with an emphasis in elementary education. Students are advised that Missouri initial teacher certification may require more hours than are listed for the MAT degree. Students must consult an advisor in order to obtain a personalized program of study.

Foundations

- CMAT 5000 Teaching in a Diverse Society (3 hours)
- CMAT 5015 Differentiated Instruction and Assessment (3 hours)
- CMAT 5170 Classroom and Behavioral Management (3 hours)
- Appropriate Educational Technology course (1 hour)

Methods

- COMM 5820 Foundations in Reading Instruction (3 hours)
- COMM 5840 Reading and Writing as Cognitive Processes (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5960 Differentiated Reading Instruction (3 hours)
- MTHT 4310 Elementary-School Mathematics Methods (3 hours)
- MTH 5010 Differentiated Math Instruction (3 hours)
- CMAT 5020 Inquiry Methods for STEM and Social Sciences (3 hours)

Clinical Experiences

- CMAT 5001 Introductory Teaching Practicum (1 hour)
- CMAT 5090 Practicum: Elementary (3 hours)
- CMAT 5091 Apprentice Teaching: Elementary School (9 hours)
- CMAT 5096 Apprentice Teaching Seminar (1 hour)

Total: 45 credit hours

Other Certification Requirements

- CMAT 5505 Psychological Foundations of Education (3 hours)
- SPED 5860 Psychology of the Exceptional Student (3 hours)
- SPED 5050 Language Development (3 hours)
- COMM 5000 Fiction, Nonfiction, and Poetry for Children (3 hours)
- Content courses in Science, Math, and Social Studies as determined in consultation with the advisor

The above courses are required to complete the requirements for Missouri initial teacher certification in elementary education (grades 1-6).
Additional Special Education Content
To gain additional expertise in providing effective instruction to students with disabilities, students must complete the requirements for the emphasis in elementary education (45 hours) plus the following 18 hours of special education content coursework:

- SPED 5030 Students with Mild/Moderate Disabilities (3 hours)
- SPED 5240 Psychoeducational Assessment (3 hours)
- SPED 5245 Counseling for Life’s Transition (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)
- EDUC 5080 Planning for the Inclusive Classroom (3 hours)

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

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

Send all admissions materials to:
Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

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

Advancement to Candidacy occurs provided that a student:

1. Completes 15 hours of graduate credit with grades of B or better (including CMAT 5000).
2. Completes Passport 1.
3. Is accepted into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information).
4. Remains in good academic standing and maintains a cumulative GPA of 3.0.

After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy.

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

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

State Assessments
To obtain a teaching licensure in Missouri, students are required to complete a number of state assessments. State required assessments are administered by designated agencies, and students are required to pay all associated fees. All state assessments are administered in a digital format. Students must pass the state-required Missouri Content Assessment before Apprentice Teaching Orientation.

Application and Eligibility to Practicum
Application and registration in Practicum must be approved by the student's advisor and the Office of Field Experience by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum.

Application to Apprentice Teaching
Successful completion of Apprentice Teaching is required to meet the graduation requirements of the emphasis area. Application and registration in Apprentice Teaching and CMAT 5096 Apprentice Teaching Seminar must be approved by the student's advisor and the Office of Field Experience by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. 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 Apprentice Teaching:

1. Students must have successfully completed all required courses for Missouri initial teacher certification in their chosen emphasis and content area.
2. Students must have successfully completed Practicum with a grade of B or higher.
3. Students must have passed the state required content area exam with a score equal to or greater than the Missouri qualifying score prior to registration in Apprentice Teaching. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study.

Master of Arts in Teaching (MAT) with an Emphasis in Middle School Education
This program is offered by the School of Education and is only available at the St. Louis home campus.
Program Description
The master of arts in teaching (MAT) program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry-based environments.

This graduate degree program is designed to provide the foundation for teacher preparation leading to Missouri initial teacher certification in the following emphasis areas: elementary education, middle school education, secondary school education, or special education.

Learning Outcomes
The goals of the MAT with an emphasis in middle school education are to cultivate graduates who are:

- Knowledgable of the history of middle school education, characteristics of students in early adolescence 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 of students in early adolescence.
- Reflective about their roles as educators to improve learning outcomes, and who collaborate with families and other members of the community to advocate for inclusive and equitable educational opportunities for students from diverse backgrounds.
- Capable of recognizing, valuing and responding to the unique individual abilities and differences of students in early adolescence.

Emphasis in Middle School Education
The emphasis in middle school education is designed to prepare candidates to meet Missouri initial teacher certification requirements in one of the following areas:

- Language Arts (5-9)
- Mathematics (5-9)
- Science (5-9)
- Social Science (5-9)

Required Coursework
The following 28 hours of courses and 14 hours of field experiences are required to earn the MAT with an emphasis in middle school education. Students are advised that Missouri initial teacher certification may require more hours than are listed for the MAT degree. Students must consult an advisor in order to obtain a personalized program of study.

Foundations
- CMAT 5000 Teaching in a Diverse Society (3 hours)
- SOCS 5700 Middle School History and Philosophy (3 hours)
- SOCS 5760 Middle School Curriculum and Instruction (3 hours)
- CMAT 5015 Differentiated Instruction and Assessment (3 hours)
- Appropriate Educational Technology Course (1 hour)

Methods
- CMAT 5170 Classroom and Behavioral Management (3 hours)
- COMM 5920 Reading and Writing in the Content Field (3 hours)
- COMM 5199 Teaching Writing (3 hours)
- CMAT 5501 Introductory Teaching Practicum (1 hour)
- CMAT 5100 Practicum: Middle School Language Arts (3 hours)
  or CMAT 5101 Practicum: Middle School Mathematics (3 hours)
  or CMAT 5102 Practicum: Middle School Science (3 hours)
  or CMAT 5103 Practicum: Middle School Social Science (3 hours)

Content Methods (3 hours)
(Based on certification content area)
- COMM 5540 Methods of Teaching Middle School and Secondary English (3 hours)
- MTHT 4450 Middle-School Mathematics Methods (3 hours)
- EDUC 4585 Methods for Teaching Middle School Science (3 hours)
- EDUC 4115 Middle School Social Studies Methods (3 hours)

Clinical Experience

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

Total: 42 credit hours

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

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

Language Arts (24 hours)
- 3 hours of Composition
- 6 hours of American Literature
- 6 hours of World Literature
- 3 hours of Modern Grammar
- 3 hours of Oral/Interpersonal Communication
- 3 hours of Young Adult Literature

Mathematics (24 hours)
- 4-5 hours of Calculus I (MATH 1610)
- 4-5 hours of Calculus II (MATH 1620)
- 11-13 hours from the following: (to be determined in consultation with advisor)
  - Statistics
  - Geometry
  - Discrete Mathematics
Science (24 hours)
- 4-5 hours of Biology with lab
- 4-5 hours of Chemistry with lab
- 4-5 hours of Physics with lab or Physical Science with lab
- 9-12 hours of coursework addressing:
  - Astronomy
  - Environmental Science
  - Physical Geology
  - Meteorology

Social Science (24 hours)
- 3 hours of Economics
- 3 hours of Geography
- 3 hours of American Government
- 6 hours of American History (to include 18th, 19th, 20th Century)
- 6 hours of World/European History
- 3 hours of Young Adult Literature

All of the above courses are required to complete the requirements for Missouri initial teacher certification in the middle school education program.

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

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

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

Advancement to Candidacy occurs provided that a student:
1. Completes 15 hours of graduate credit with grades of B or better (including CMAT 5000).
2. Completes Passport 1.
3. Is accepted into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information).
4. Remains in good academic standing and maintains a cumulative GPA of 3.0.

After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy.

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

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

State Assessments
To obtain a teaching licensure in Missouri, students are required to complete a number of state assessments. State required assessments are administered by designated agencies, and students are required to pay all associated fees. All state assessments are administered in a digital format. Students must pass the state-required Missouri Content Assessment before Apprentice Teaching Orientation.

Application and Eligibility to Practicum
Application and registration in Practicum must be approved by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum.

Application to Apprentice Teaching
Successful completion of Apprentice Teaching is required to meet the graduation requirements of the emphasis area. Application and registration in Apprentice Teaching and CMAT 5096 Apprentice Teaching Seminar must be approved by the student's advisor and the Office of Field Experience by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. 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 Apprentice Teaching:
1. Students must have successfully completed all required courses for Missouri initial teacher certification in their chosen emphasis and content area.
2. Students must have successfully completed Practicum with a grade of B or higher.
3. Students must have passed the state required content area exam with a score equal to or greater than the Missouri qualifying score prior to registration in Apprentice Teaching. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study.
Master of Arts in Teaching (MAT) with an Emphasis in Secondary School Education

This program is offered by the School of Education and is only available at the St. Louis home campus.

Program Description
The master of arts in teaching (MAT) program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry based environments.

This graduate degree program is designed to provided the foundation for teacher preparation leading to Missouri initial teacher certification in the following emphasis areas: elementary education, middle school education, secondary education, or special education.

Learning Outcomes
The goals of the MAT with an emphasis in secondary school education are to cultivate graduates who are:

• Knowledgeable of the history of secondary education, characteristics of adolescent students 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 of adolescent students.
• Reflective about their roles as educators to improve learning outcomes, and who collaborate with families and other members of the community to advocate for inclusive and equitable educational opportunities for students from diverse backgrounds.
• Capable of recognizing, valuing and responding to the unique individual abilities and differences of adolescent students.

Emphasis in Secondary School Education
The emphasis in secondary school education is designed to prepare candidates to meet Missouri initial teacher certification requirements in one of the following areas:

• Art (K-12)*
• Biology (9-12)
• English (9-12)
• French (K-12)*
• German (K-12)*
• Mathematics (9-12)
• Social Science (9-12)
• Spanish (K-12)*

*Certifications for art, French, German and Spanish are for grades K-12.

Required Coursework
The following 22 hours of courses and 14 hours of field experiences are required to earn the MAT with an emphasis in secondary school education. Students are advised that Missouri initial teacher certification may require more hours than are listed for the MAT degree. Students must consult an advisor in order to obtain a personalized program of study.

Foundations

• CMAT 5000 Teaching in a Diverse Society (3 hours)
• CMAT 5015 Differentiated Instruction and Assessment (3 hours)
• CMAT 5505 Psychological Foundations of Education* (3 hours)
• Appropriate Educational Technology course (1 hour)
*Degree requirement only for art and world language certifications.

Methods

• CMAT 5170 Classroom and Behavioral Management (3 hours)
• COMM 5920 Reading and Writing in the Content Field (3 hours)
• COMM 5187 Secondary Techniques (3 hours)
• COMM 5905 Reading Assessments and Interventions Grades 6-12* (3 hours)
*Not required for art and world language certifications.

Content Methods (3 hours)
(Based on certification content area)

• Art - ART 3910 Art for the Elementary Grades* (3 hours)
• Art - ART 4930 Secondary Art Methods (3 hours)
• Biology - SCIN 4060 Methods in Science Teaching (3 hours)
• English - COMM 5540 Methods of Teaching Middle School and Secondary English (3 hours)
• Foreign Language - ILC 5180 Methods of Teaching Languages (3 hours)
• Math - MTHT 4460 Secondary Mathematics Methods (3 hours)
• Social Science - SOCS 5010 Social Studies for Secondary Schools (3 hours)

*Certification requirement only. May not count toward the degree.

Clinical Experiences

Practicum

• CMAT 5001 Introductory Teaching Practicum (1 hour)
• CMAT 5104 Practicum: Secondary English (3 hours)
or CMAT 5105 Practicum: Secondary Mathematics (3 hours)
or CMAT 5106 Practicum: Secondary Social Science (3 hours)
or CMAT 5107 Practicum: Secondary Biology (3 hours)
or CMAT 5108 Practicum: Art K-12 (3 hours)
or CMAT 5109 Practicum: French K-12 (3 hours)
or CMAT 5110 Practicum: German K-12 (3 hours)
or CMAT 5111 Practicum: Spanish K-12 (3 hours)

Apprentice Teaching

• CMAT 5204 Apprentice Teaching: Secondary English (9 hours)
or CMAT 5205 Apprentice Teaching: Secondary Mathematics (9 hours)
or CMAT 5206 Apprentice Teaching: Secondary Social Science (9 hours)
or CMAT 5207 Apprentice Teaching: Secondary Biology (9 hours)
or CMAT 5208 Apprentice Teaching: Art K-12 (9 hours)
or CMAT 5209 Apprentice Teaching: French K-12 (9 hours)
or CMAT 5210 Apprentice Teaching: German K-12 (9 hours)
or CMAT 5211 Apprentice Teaching: Spanish K-12 (9 hours)
• CMAT 5096 Apprentice Teaching Seminar (1 hour)

Total: 36 credit hours

Other Certification Requirements
• CMAT 5505 Psychological Foundations of Education (3 hours)
• SPED 5860 Psychology of the Exceptional Student (3 hours)
• Supplemental content courses as determined by content assessment taken in CMAT 5000
• Content area courses as required for initial state certification

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

Art - K-12 (30 hours)
• Art for the Elementary Grades (ART 3910)
• Design
• Drawing
• Painting
• Graphics (Printmaking photography, serigraphy)
• Ceramics
• Sculpture
• Fibers (Papemaking, weaving, macramé, fiber sculpture)
• History, Theory, Criticism in Visual Art (minimum 3 hours)
• Art Electives

Biology (minimum 35 hours)
• PHIL 2300 Philosophy and Technology (3 hours)
• 20 hours Biology coursework aligned with DESE matrix
• 12 hours additional Science coursework aligned with DESE matrix

English (33 hours)
• 12 hours Composition, Rhetoric, Grammar (to include a course in the teaching of writing)
• 6 hours Study of the English Language (to include modern grammar, history of the language, and/or dialects)
• 6 hours American Literature (to include one course focusing on multi-ethnic literature)
• 6 hours English and/or World Literature
• 3 hours Young Adult Literature

Foreign Language (Spanish, French, German) - K-12 (30 hours)

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.

Math (36 hours)
• 24 hours to include:
  • Calculus and Analytic Geometry (minimum 9 hours)
  • Algebraic Structures (3 hours)
  • Geometry (3 hours)
  • Computer Science (3 hours)
  • Electives from above: 6 hours

• A minimum of twelve (12) semester hours from at least three (3) areas of Mathematics such as the following:
  • History of Mathematics (3 hours)
  • Structure of the Real Number System (3 hours)
  • Number Theory (3 hours)
  • Completion Calculus Sequence (3 hours)
  • Probability and Statistics (3 hours)
  • Computer Science (3 hours)
  • Linear Algebra (3 hours)

Social Science (39 hours)
• 12 hours U.S. History
• 9 hours World History
• 6 hours Political Science (to include U.S. and state government)
• 6 hours Behavioral/Social Sciences (including sociology, anthropology, and psychology)
• 3 hours Economics
• 3 hours Geography

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

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

Send all admissions materials to:
Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

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

Advancement to Candidacy occurs provided that a student:
1. Completes 15 hours of graduate credit with grades of B or better (including CMAT 5000).
2. Completes Passport 1.
3. Is accepted into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information).
4. Remains in good academic standing and maintains a cumulative GPA of 3.0.

After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy.

Requirements for Missouri Initial Teacher Certification
Students must make available official academic transcripts to the Coordinator of Teacher Certification in the School of Education in order to complete an evaluation of coursework. Based on this transcript evaluation, the Coordinator of Teacher Certification will
identify the exact number of credit hours that an MAT candidate will require to complete initial teacher certification with respect to Missouri Department of Elementary and Secondary Education (DESE) requirements. Prior coursework, such as transfer courses and content area courses, will be identified from the students’ transcripts. Using this evaluation, an academic advisor, in conjunction with the coordinator of Teacher Certification, will prepare a personalized program of study for the student. Students may be required to take more than the required coursework listed for the emphasis area.

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

State Assessments
To obtain a teaching licensure in Missouri, students are required to complete a number of state assessments. State required assessments are administered by designated agencies, and students are required to pay all associated fees. All state assessments are administered in a digital format. Students must pass the state-required Missouri Content Assessment before Apprentice Teaching Orientation.

Application and Eligibility to Practicum
Application and registration in Practicum must be approved by the student’s advisor by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum.

Application to Apprentice Teaching
Successful completion of Apprentice Teaching is required to meet the graduation requirements of the emphasis area. Application and registration in Apprentice Teaching and CMAT 5096 Apprentice Teaching Seminar must be approved by the student’s advisor by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. 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 Apprentice Teaching:
1. Students must have successfully completed all required courses for Missouri initial teacher certification in their chosen emphasis and content area.
2. Students must have successfully completed Practicum with a grade of B or higher.
3. Students must have passed the state required content area exam with a score equal to or greater than the Missouri qualifying score prior to registration in Apprentice Teaching. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study.

Program Description
The master of arts in teaching (MAT) program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry-based environments.

This graduate degree program is designed to provide the foundation for teacher preparation leading to Missouri initial teacher certification in the following emphasis areas: elementary education, middle school education, secondary school education, or special education.

Learning Outcomes
The goals of the MAT with an emphasis in special education are 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.
- Capable of recognizing, valuing and responding to the unique individual abilities and differences of students with special needs.

Emphasis in Special Education
The emphasis in special education is designed to provide the foundation for teacher preparation leading to Missouri initial teacher certification in mild/moderate disabilities: cross-categorical (K-12). Coursework is specifically directed toward knowledge of characteristics of learners with special needs, assessment practices, research-based behavior and academic interventions and inclusive practices.

Required Coursework
The following 37 hours of courses and 14 hours of field experiences are required to earn the MAT with an emphasis in special education. Of the 51 total hours required for the MAT, students must complete a minimum of 37 hours in residence, with courses required in residence marked below with an asterisk. Students are advised that Missouri initial teacher certification may require more hours than are listed for the MAT degree. Students must consult an advisor to obtain a personalized program of study. To receive Missouri teacher certification in mild/moderate disabilities: cross-categorical (K-12), students are required to complete 49 hours of courses and 13 hours of field experience.

Foundations
- CMAT 5000 Teaching in a Diverse Society* (3 hours)
- CMAT 5505 Psychological Foundations of Education** (3 hours)
- Appropriate Educational Technology course (1 hour)
- SPED 5030 Students with Mild/Moderate Disabilities* (3 hours)
- SPED 5245 Counseling for Life's Transitions* (3 hours)
- SPED 5240 Psychoeducational Assessment* (3 hours)
- SPED 5050 Language Development (3 hours)

Master of Arts in Teaching (MAT) with an Emphasis in Special Education
This program is offered by the School of Education and is available only at the St. Louis home campus.
Advancement to Candidacy

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

Advancement to Candidacy occurs provided that a student:

1. Completes 15 hours of graduate credit with grades of B or better (including CMAT 5000).
2. Completes Passport 1.
3. Is accepted into the Teacher Certification program (contact the School of Education Teacher Certification Office for more information).
4. Remains in good academic standing and maintains a cumulative GPA of 3.0.

After 15 hours of graduate credit, candidates will be restricted from registering in further coursework until advanced to candidacy.

Requirements for Missouri Initial Teacher Certification

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

Background Checks

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

State Assessments

To obtain a teaching licensure in Missouri, students are required to complete a number of state assessments. State required assessments are administered by designated agencies, and students are required to pay all associated fees. All state assessments are administered in digital format. Students must pass the state-required Missouri Content Assessment before Apprentice Teaching Orientation.

Application and Eligibility to Practicum

Application and registration in Practicum must be approved by the student's advisor by September 15 for Spring placement and by February 15 for Fall placement. No late applications will be accepted. A grade of B or higher is required for successful completion of the practicum.

Application to Apprentice Teaching: Special Education

Successful completion of Apprentice Teaching: Special Education is required to meet the graduation requirements of the emphasis area. Application and registration in Apprentice Teaching and CMAT 5096 Apprentice Teaching Seminar must be approved by the student's advisor and the Office of Field Experience by September 15 for Spring placement and by February 15 for...
Fall placement. No late applications will be accepted. Students who are full time paraprofessionals or teachers in an approved educational setting may be eligible to earned credit for Apprentice Teaching through an assessment process. Eligible candidates earning credit for Apprentice Teaching through the alternate assessment process (Credit by Examination) must complete this assessment process within one academic year of successfully completing their practicum.

Eligibility requirements for acceptance to Apprentice Teaching:

1. Students must have successfully completed all required courses for Missouri initial teacher certification in their chosen emphasis and content area.
2. Students must have successfully complete Practicum with a grade of B or higher.
3. Students must have passed the state required content area exam with a score equal to or greater than the Missouri qualifying score prior to registration in Apprentice Teaching. Students should talk to their advisor or the teacher certification professionals at Webster University in order to understand how DESE changes are accommodated in their personalized program of study.

Master of Business Administration (MBA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at select U.S. and international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The successful organization has a deliberate strategy for maximizing the value it creates. This strategy is effectively communicated to all participants in the business. The internal stakeholders understand their role in implementing the organization’s vision and all processes are developed to achieve it. The Walker School of Business & Technology’s MBA is developed with this organizational purpose in mind. Its aim is to teach students the business competencies needed to develop and implement value creating ideas and solutions while building the personal skills necessary to achieve their professional aspirations.

Learning Outcomes

This purpose is made clear in the following program learning outcomes:

- Students can analyze a business and identify and evaluate opportunities for value creation.
- Students can apply the core business competencies necessary to increase organizational value.
- Students demonstrate the personal effectiveness competencies necessary to achieve their professional goals and to contribute to the accomplishment of the organization’s objectives.

To achieve these outcomes, the Walker School MBA focuses on the role each business process plays in creating value and the Business Competencies necessary for students to achieve organizational objectives. The curriculum complements these with Personal Effectiveness Competencies necessary for students to accomplish their personal and professional goals. Both sets of competencies are practiced throughout the curriculum in an innovative delivery method that combines online learning with weekly, two-hour application and discussion sessions, either face-to-face or online.

Business Competencies

- Identify and value opportunities for value creation
  - Value creation
  - Strategy
  - Market analysis
  - Pro forma analysis
  - Capital budgeting
  - Quantitative analysis
- Develop an implementation plan
  - Project management
  - Distribution and pricing
  - Product and promotion
  - Customer relations
- Manage business processes
  - Supply chain and logistics
  - Process analysis
  - Leadership
  - Developing and managing teams
  - Developing and managing workers
- Provide decision support
  - Information infrastructure
  - Database management
  - Data analytics
  - Managerial accounting

Personal Effectiveness Competencies

- Effective communication
- Collaborative work
- Efficient organization of work
- Independent learning
- Creative problem solving
- Systematic thinking
- Analytical decision making
- Probabilistic thinking
- Spreadsheet analysis

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

General Requirements

The MBA degree-seeking student should consult the Admission, Enrollment and Academic Policies sections of this catalog 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.

Curriculum

The MBA curriculum is organized into three parts: Value Creation Foundation, Value Creation Components and Value Creation in Practice. The Value Creation Foundation must be completed before progression to the Value Creation Components which, in turn, must be completed before taking the two Value Creation in Practice classes.

Value Creation Foundation (9-12 hours)

- BUSN 5000 Business* (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
• MBA 5030 Market Analysis and Business Planning (3 hours)

Value Creation Components (15 hours)
• MBA 5100 Adding Value through Human Capital (3 hours)
• MBA 5200 The Financial Value of Capital Projects (3 hours)
• MBA 5300 Providing Value to Customers (3 hours)
• MBA 5400 The Supply Chain and Business Processes (3 hours)
• MBA 5500 Information Support for Decision Making (3 hours)

Value Creation in Practice (6 hours)
• MBA 5910 Cases in Value Creation (3 hours)
• MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)

Electives (3-6 hours)
*Students with a previous ACBSP (or equivalent) accredited degree or students who pass a waiver exam may substitute an elective for BUSN 5000.

Walker Joint MBA Program
Students who have completed an ACBSP accredited undergraduate program at Webster within the past 10 years may waive 6 credit hours of electives, reducing the number of required courses to 30 credit hours. The degree can then be completed in as little as one calendar year.

Areas of Emphasis
Requirements for an area of emphasis in the MBA program include the MBA required coursework (33 credit hours) and additional course requirements as identified below for each individual area of emphasis. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

Areas of emphasis for the MBA degree are:
• Corporate Communications
• Corporate Finance
• Cybersecurity
• Digital Marketing Management
• Enterprise Resource Planning
• Health Administration
• Information Technology Management
• International Business
• Marketing
• Project Management

Not all areas of emphasis are offered at every Webster University location. The student should consult individual campuses to verify the areas of emphasis offered.

MBA with an Emphasis in Corporate Communications
42 to 45 Credit Hours
The MBA with an emphasis in corporate communications must include the following courses:
• PBRL 5322 Public Relations* (3 hours)
• MEDC 5300 Strategic Communications* (3 hours)
• PBRL 5323 Organizational Communications* (3 hours)
• PBRL 5465 Crisis Management Communications* (3 hours)

*MBA with an Emphasis in Corporate Finance
39 to 45 Credit Hours
The MBA with an emphasis in corporate finance must include the following courses:
• FINC 5000 Finance* (3 hours)
  *(prerequisites: BUSN 5760 and BUSN 5600)
• FINC 5100 Financial Modeling (3 hours)
• FINC 5810 Capital Budgeting and Corporate Investment (3 hours)
• FINC 5880 Advanced Corporate Finance (3 hours)
• FINC 5890 Financial Statement Analysis (3 hours)
• FINC 6100 Corporate Finance Emphasis Exit Exam (0 hours)

*FINC 5000 may substitute for MBA 5200. FINC 5000 and BUSN 5760 may substitute for MBA 5020.

See also:
• Finance (MS)

MBA with an Emphasis in Cybersecurity
42 to 45 Credit Hours
The MBA with an emphasis in cybersecurity must include the following courses:
• CSSS 5000 Introduction to Cybersecurity (3 hours)
• CSSS 5120 Cybersecurity Infrastructures (3 hours)
• CSSS 5210 Cybersecurity Law and Policy (3 hours)
• CSSS 5220 Cybersecurity Threat Detection (3 hours)

See also:
• Cybersecurity (MS)

MBA with an Emphasis in Digital Marketing Management
42 to 45 Credit Hours
The MBA with an emphasis in digital marketing management must include the following courses:
• MRKT 5740 Management of Digital Marketing (3 hours)
• MRKT 5895 Marketing Analytics (3 hours)
• MRKT 5750 Management of Social Media (3 hours)
• MRKT 5790 Digital Marketing Strategy (3 hours)

See also:
• Marketing (MS)
• Digital Marketing Management (Certificate)

MBA with an Emphasis in Enterprise Resource Planning
39 to 42 Credit Hours
The MBA with an emphasis in enterprise resource planning must include the following courses:
• BUSN 6160 Integrated Business Processes and ERP (3 hours)
• BUSN 6180 Configuration of ERP Systems (3 hours)
• BUSN 6185 Business Intelligence and ERP (3 hours)

MBA with an Emphasis in Health Administration
39 to 42 Credit Hours
The MBA with an emphasis in health administration must include the following courses:
The MBA with an emphasis in project management must include 39 to 42 Credit Hours.

See also:
- Master of Health Administration (MHA)

**MBA with an Emphasis in Information Technology Management**

42 to 45 Credit Hours

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

- ITM 5100 Information and Communications Systems and Networks (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)
- ITM 5300 Procurement and Contract Management for Information Technology (3 hours)
- ITM 5400 Systems Analysis, Design and Implementation (3 hours)

See also:
- Information Technology Management (MA)

**MBA with an Emphasis in International Business**

42 to 45 Credit Hours

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

- INTB 5000 International Business (3 hours)
- BUSN 5220 Global Supply Chain Management (3 hours)
- MNGT 5710 Cross Cultural Management (3 hours)
- INTB 5680 Globalization (3 hours)
- or INTB 9950 Travel Course - Issues in International Business (3 hours)

**MBA with an Emphasis in Marketing**

42 to 45 Credit Hours

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

- MRKT 5000 Foundations of Marketing Strategic Thinking* (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5900 Marketing Management (3 hours)
- Plus, any MRKT designated course or elective courses listed in the MS in marketing program (3 hours)

*MRKT 5000 may substitute for MBA 5300.

See also:
- Marketing (MS)

**MBA with an Emphasis in Project Management**

39 to 42 Credit Hours

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

- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5300 Project Procurement Management (3 hours)
- BUSN 5700 Advances in Project Management (3 hours)

See also:
- Project Management (Certificate)

**Dual Degree Options**

Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

**Dual Degree Options with the MBA are:**

- MBA/MHA
- MBA/MA in Business and Organizational Security Management
- MBA/MS in Environmental Management
- MBA/MS in Finance
- MBA/MA in Human Resources Development
- MBA/MA in Human Resources Management
- MBA/MA in Information Technology Management
- MBA/MA in International Relations
- MBA/MA in Management and Leadership
- MBA/MS in Marketing
- MBA/MA in Procurement and Acquisitions Management
- MBA/MS in Science Management and Leadership

Not all dual degrees are offered at every Webster University location. Students should consult individual campuses to verify the dual degrees offered.

**Dual Degree Option: MBA/MHA**

63 to 66 Credit Hours

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- HLTH 5000 Organization and Management in Health Administration (3 hours)
- BUSN 6150 Business Communications and Technology (3 hours)
- HLTH 5040 Human Resources Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration* (3 hours)
- HLTH 5070 Financial Analysis in Health Administration (3 hours)
- HLTH 5100 Statistics for Health Administration* (3 hours)
- HLTH 5120 Issues in Health Policy (3 hours)
- HLTH 5140 Health Administration Law (3 hours)
- HLTH 5130 Healthcare Strategy and Marketing (3 hours)
- HLTH 5150 Process Improvement in Health Administration (3 hours)
- HLTH 5160 Health Informatics (3 hours)

*(HLTH 5050 and HLTH 5100 may substitute for MBA 5020.)*
Dual Degree Option: MBA/MA in Business and Organizational Security Management

54 to 57 Credit Hours

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- BUSN 6070 Management Account (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- FINC 5000 Finance*^ (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)

See also:

- Business and Organizational Security Management (MA)

Dual Degree Option: MBA/MS in Environmental Management

54 to 57 Credit Hours

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- BUSN 6070 Management Account (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- BUSN 6070 Management Account (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- BUSN 6070 Management Account (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- BUSN 6070 Management Account (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)

See also:

- Environmental Management (MS)

Dual Degree Option: MBA/MS in Finance

54 to 57 Credit Hours

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- BUSN 6070 Management Account (3 hours)
- BUSN 6120 Managerial Economics (3 hours)
- FINC 5000 Finance*^ (3 hours)
- FINC 5100 Financial Modeling (3 hours)
- FINC 5210 Investments (3 hours)
- FINC 5810 Capital Budgeting and Corporate Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5840 International Finance (3 hours)
- FINC 5880 Advanced Corporate Finance (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)

See also:

- Finance (MS)

Dual Degree Option: MBA/MA in Human Resources Development

51 to 54 Credit Hours

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
• MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
• HRDV 5000 Introduction to Human Resources Development (3 hours)
• MNGT 5590 Organizational Behavior* (3 hours)
• HRDV 5610 Training and Development (3 hours)
• HRDV 5560 Group Development and Change (3 hours)
• HRDV 5630 Organization Development and Change (3 hours)
• HRDV 5700 Career Management (3 hours)
• HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
• HRDV 6000 Integrated Studies in Human Resources Development (3 hours)

*MNGT 5590 may substitute for MBA 5100.

See also:

• Human Resources Development (MA)

Dual Degree Option: MBA/MA in Human Resources Management

51 to 54 Credit Hours

• BUSN 5000 Business (3 hours)
• MBA 5010 Value Creation (3 hours)
• MBA 5020 Quantitative Methods for the MBA (3 hours)
• MBA 5030 Market Analysis and Business Planning (3 hours)
• MBA 5200 The Financial Value of Capital Projects (3 hours)
• MBA 5300 Providing Value to Customers (3 hours)
• MBA 5400 The Supply Chain and Business Processes (3 hours)
• MBA 5500 Information Support for Decision Making (3 hours)
• MBA 5910 Cases in Value Creation (3 hours)
• MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
• HRMG 5000 Managing Human Resources (3 hours)
• MNGT 5590 Organizational Behavior* (3 hours)
• HRDV 5610 Training and Development (3 hours)
• HRMG 5700 Employment Law (3 hours)
• HRMG 5800 Staffing (3 hours)
• HRMG 5920 Compensation (3 hours)
• HRMG 5930 Labor-Management Relations (3 hours)
• HRDV 6000 Integrated Studies in Human Resources Management (3 hours)

*MNGT 5590 may substitute for MBA 5100.

See also:

• Human Resources Management (MA)

Dual Degree Option: MBA/MA in Information Technology Management

51 to 54 Credit Hours

• BUSN 5000 Business (3 hours)
• MBA 5010 Value Creation (3 hours)
• MBA 5020 Quantitative Methods for the MBA (3 hours)
• MBA 5030 Market Analysis and Business Planning (3 hours)
• MBA 5100 Adding Value through Human Capital (3 hours)
• MBA 5200 The Financial Value of Capital Projects (3 hours)
• MBA 5300 Providing Value to Customers (3 hours)
• MBA 5400 The Supply Chain and Business Processes (3 hours)
• MBA 5500 Information Support for Decision Making (3 hours)
• MBA 5910 Cases in Value Creation (3 hours)
• MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)

Dual Degree Option: MBA/MA in International Relations

57 to 60 Credit Hours

• BUSN 5000 Business (3 hours)
• MBA 5010 Value Creation (3 hours)
• MBA 5020 Quantitative Methods for the MBA (3 hours)
• MBA 5030 Market Analysis and Business Planning (3 hours)
• MBA 5100 Adding Value through Human Capital (3 hours)
• MBA 5200 The Financial Value of Capital Projects (3 hours)
• MBA 5300 Providing Value to Customers (3 hours)
• MBA 5400 The Supply Chain and Business Processes (3 hours)
• MBA 5500 Information Support for Decision Making (3 hours)
• MBA 5910 Cases in Value Creation (3 hours)
• MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
• INTL 5000 Introduction to International Relations (3 hours)
• INTL 5100 Research Methods and Perspectives (3 hours)
• INTL 6000 Capstone in International Relations (3 hours)
• INTL 6250 Thesis* (6 hours) or INTL 6900 University Thesis Requirement* (0 hours)
• Two courses from the Comparative Politics Cluster of the MA in international relations

48 to 51 Credit Hours

• BUSN 5000 Business (3 hours)
• MBA 5010 Value Creation (3 hours)
• MBA 5020 Quantitative Methods for the MBA (3 hours)
• MBA 5030 Market Analysis and Business Planning (3 hours)
• MBA 5200 The Financial Value of Capital Projects (3 hours)
• MBA 5300 Providing Value to Customers (3 hours)
• MBA 5400 The Supply Chain and Business Processes (3 hours)
• MBA 5500 Information Support for Decision Making (3 hours)
• MBA 5910 Cases in Value Creation (3 hours)

Dual Degree Option: MBA/MA in Management and Leadership

48 to 51 Credit Hours

• BUSN 5000 Business (3 hours)
• MBA 5010 Value Creation (3 hours)
• MBA 5020 Quantitative Methods for the MBA (3 hours)
• MBA 5030 Market Analysis and Business Planning (3 hours)
• MBA 5200 The Financial Value of Capital Projects (3 hours)
• MBA 5300 Providing Value to Customers (3 hours)
• MBA 5400 The Supply Chain and Business Processes (3 hours)
• MBA 5500 Information Support for Decision Making (3 hours)
• MBA 5910 Cases in Value Creation (3 hours)
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<tr>
<th>Dual Degree Option: MBA/MA in Media Communications</th>
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<tbody>
<tr>
<td>51 to 54 Credit Hours</td>
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<td>MRKT 5000 Information Support for Decision Making (3 hours)</td>
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<td>MRKT 5100 Cases in Value Creation (3 hours)</td>
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<tr>
<td>MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)</td>
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<tr>
<td>MRKT 5000 Foundations of Marketing Strategic Thinking* (3 hours)</td>
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<tr>
<td>MRKT 5610 Marketing Channel Management (3 hours)</td>
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<td>MRKT 5720 Promotional Management (3 hours)</td>
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<tr>
<td>MRKT 5730 International Marketing (3 hours)</td>
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<tr>
<td>MRKT 5740 Management of Digital Marketing (3 hours)</td>
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<td>MRKT 5850 Marketing Research (3 hours)</td>
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<td>MRKT 5895 Marketing Analytics (3 hours)</td>
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<tr>
<td>MRKT 5960 Marketing Management (3 hours)</td>
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<tr>
<td>MRKT 6000 Integrated Studies in Marketing (3 hours)</td>
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*MRKT 5000 substitutes for MBA 5300.

See also:
- Marketing (MS)

<table>
<thead>
<tr>
<th>Dual Degree Option: MBA/MS in Marketing</th>
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*MRKT 5000 substitutes for MBA 5300.

See also:
- Management and Leadership (MA)

<table>
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<tr>
<th>Dual Degree Option: MBA/MA in Procurement and Acquisitions Management</th>
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<tbody>
<tr>
<td>51 to 54 Credit Hours</td>
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<td>PROC 5000 Procurement and Acquisitions Management (3 hours)</td>
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<tr>
<td>PROC 5810 Acquisitions Law (3 hour)</td>
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<td>PROC 5820 Operations Management (3 hours)</td>
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<td>PROC 5830 Pricing (3 hours)</td>
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<td>PROC 5840 Negotiations (3 hours)</td>
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<tr>
<td>PROC 5850 Logistics (3 hours)</td>
</tr>
<tr>
<td>PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)</td>
</tr>
</tbody>
</table>

See also:
- Procurement and Acquisitions Management (MA)

<table>
<thead>
<tr>
<th>Dual Degree Option: MBA/MS in Science Management and Leadership</th>
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<tbody>
<tr>
<td>48 to 51 Credit Hours</td>
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<tr>
<td>BUSN 5000 Business (3 hours)</td>
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<td>SCML 5050 Communication for Professional Science Management and Leadership (3 hours)</td>
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<td>SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3 hours)</td>
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<td>PATA 5120 Foundations in Intellectual Property Law (3 hours)</td>
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<tr>
<td>SCML 5800 Project Management (3 hours)</td>
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<tr>
<td>SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)</td>
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<tr>
<td>SCML 6000 Practical Application in Science Management and Leadership (3 hours)</td>
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</tbody>
</table>

See also:
- Science Management and Leadership (MS)
Admission

Students who are interested in applying to any of these degree programs should see the Admission section of this catalog for general requirements.

Send all admissions materials to:

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

For information on dual degree and sequential degree options, see the appropriate sections in the Academic Policies section of this catalog.

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Master of Health Administration (MHA)

This program is offered by the George Herbert Walker School of Business & Technology. It is available at the St. Louis home campus and at select U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

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, effectiveness and patient centered care.

The MHA is accredited by the Accreditation Council for Business Schools and Programs (ACSBP).

Learning Outcomes

- Students will be able to explain healthcare leadership styles and demonstrate effective communication skills that are required in managing effective teams and in predicting human behavior in an organization.
- Students will be able to apply health care management skills in problem solving, decision making, planning, delegating and managing time.
- Students will be able to incorporate strategic thinking to set priorities, focus energy and resources, and strengthen operations, in order to ensure that employees and other stakeholders are working toward common goals, and to operationalize healthcare organization’s mission and vision.

Program Curriculum

The 42 credit hours required for the master of health administration (MHA) must include the following courses:

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- BUSN 6150 Business Communications and Technology (3 hours)
- HLTH 5040 Human Resources Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- HLTH 5070 Financial Analysis in Health Administration (3 hours)
- HLTH 5100 Statistics for Health Administration (3 hours)
- HLTH 5120 Issues in Health Policy (3 hours)
- HLTH 5140 Health Administration Law (3 hours)
- HLTH 5130 Healthcare Strategy and Marketing (3 hours)
- HLTH 5150 Process Improvement in Health Administration (3 hours)
- HLTH 5160 Health Informatics (3 hours)
- HLTH 6000 Integrated Studies in Health Administration (3 hours)

In addition, the student chooses 2 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 HLTH 5000 Organization and Management in Health Administration 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 a dual degree who have the requisite course(s) waived will complete only the remaining required courses for the dual degree.

Dual Degree Option: MBA/MHA

63 to 66 Credit Hours

Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- HLTH 5000 Organization and Management in Health Administration (3 hours)
- BUSN 6150 Business Communications and Technology (3 hours)
- HLTH 5040 Human Resources Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration* (3 hours)
- HLTH 5070 Financial Analysis in Health Administration (3 hours)
- HLTH 5100 Statistics for Health Administration* (3 hours)
- HLTH 5120 Issues in Health Policy (3 hours)
- HLTH 5140 Health Administration Law (3 hours)
- HLTH 5130 Healthcare Strategy and Marketing (3 hours)
degrees

- HLTH 5150 Process Improvement in Health Administration (3 hours)
- HLTH 5160 Health Informatics (3 hours)
- HLTH 6000 Integrated Studies in Health Administration (3 hours)

*HLTH 5050 and HLTH 5100 substitute for MBA 5020.

**Admission**

**Admission Criteria**

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

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

**Conditional Admission Criteria**

Applicants with an undergraduate GPA between 2.5 and 3.0 may be admitted on a conditional basis based on a review of the following:

- GPA of a least a 3.0 for the final 60 credit hours of undergraduate coursework, or for major coursework.
- Student must submit additional documentation that provides justification for how they will be successful in the MHA program.
- Student must submit a letter of recommendation supporting the applicant's ability to succeed in the MHA program.

For questions or concerns for conditional admission, the admissions representative may contact the program lead to further discuss this admission and a decision will be made for conditional admission.

**Application Process**

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

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

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

**Send all admissions materials to:**

Office of Admission  
Webster University  
470 E. Lockwood Ave.  
St. Louis, MO 63119  
Admit@webster.edu

**Advancement to Candidacy**

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

**Master of Public Administration (MPA)**

This program is offered by the George Herbert Walker School of Business & Technology. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

**Program Description**

The master of public administration (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.

The MPA is accredited by the Accreditation Council for Business Schools and Programs (ACSBP).

**Program Learning Outcomes**

- Students will be able to 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 of 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 of public administration when developing solutions 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:

- PADM 5000 Public Administration (Required course) (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- PADM 5820 Planning and Evaluation (3 hours)
- PADM 5830 Administrative Law and Processes (3 hours)
- PADM 5840 Budgetary Theory and Analysis (3 hours)
- PADM 5850 Research and Assessment in Public Administration (3 hours)
- PADM 5870 Public Personnel Management (3 hours)
• PADM 5890 Public Policy and Administration (3 hours)
• PADM 6000 Integrated Studies in Public Administration (3 hours)

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 of this catalog for general requirements.

**Send all admissions materials to:**
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Applicants to the master of public administration (MPA) must have completed a business or business-related undergraduate degree meeting the following criteria:
• University/college is regionally accredited
• The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Applicants who do not meet these qualifications must do one of the following:
• Successfully complete BUSN 5000.
  • Note: BUSN 5000 will count as an elective in the program. This option is only available for students who are required to take BUSN 5000.
• Complete all of the following undergraduate courses (or their equivalents) with a grade of C- or better (17 credit hours total, not including individual course prerequisites):
  • MNGT 2100 Management Theory and Practices
  • ACCT 2010 Financial Accounting
  • BUSN 2750 Introduction to Statistics
  • ECON 2000 Survey of Economics
  • MNGT 2500 Marketing
  • BUSN 3500 Business and Global Issues
  • BUSN 4500 Ethical Issues in Business

**Advancement to Candidacy**

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

**Mathematics for Educators (MA)**

This program is offered by the School of Education and is only available at the St. Louis home campus.

**Program Description**

All of our courses are designed specifically for the mathematics teacher, grades 9-14. 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 study mathematics in an interesting, growth-producing environment so that they will always be enthusiastic learners and teachers of mathematics.

**Learning Outcomes**

• Students will develop a deeper understanding of central ideas in mathematics that are relevant to their own teaching.
• Students will increase their power to employ mathematical reasoning and problem-solving techniques.
• Students will experience learning mathematics in ways that stimulate their imagination and intelligence.

**Requirements**

Students must complete 33 credit hours of graduate mathematics courses with a cumulative GPA of 3.5 or better. There are no specific course requirements.

**Admission**

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

**Admission Requirements**

• Receipt of official transcripts from the baccalaureate granting institution.
• Undergraduate cumulative GPA of 3.0 or higher.
• Essay.
• A mathematical background equivalent to that of an undergraduate mathematics major.

**Send all admissions materials to:**
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

**Transfer of Credit**

Up to 6 credit hours of mathematics courses may be transferred from another university, provided that the courses transferred are part of the host university’s graduate degree program in mathematics and that the grades earned for the courses are B or higher.

**Advancement to Candidacy**

Upon completing 9 credit hours, students are required to Advance to Candidacy for which they write an essay describing what they have learned so far in the program and what they hope to learn in the remaining part of the program.

**Final Reflections**

During their penultimate semester, and at least one academic year following their Advancement to Candidacy, 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.
Media Communications (MA)

This program is offered by the School of Communications. It is available online, at the St. Louis home campus and at Webster University Tashkent.

Program Description

The master of arts (MA) in media communications is for students who have both an interest and background in communications.

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 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 and should be approved by a School of Communications academic advisor.

Learning Outcomes

Successful graduates of this program will be able to:

- Demonstrate understanding of breadth of media communications.
- Examine media within multiple contexts and perspectives.
- Evaluate media as product, process and commentary in local and/or global contexts.
- Construct qualitative and/or quantitative research methodologies.
- Analyze media through appropriate research strategies.
- Create effective written, oral and other media presentations.

Program Curriculum

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

Core Courses (21 credit hours)

- MEDC 5000 Media Communications (Requisite Course) (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5400 Media Production Management (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)
- MEDC Elective (3 hours)

One additional core course from MEDC electives, as determined through consultation with an academic advisor

Elective Courses (15 credit hours)

In addition to the seven core courses, MA students can choose five elective courses offered in 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 from outside of the School of Communications should verify prerequisites with the appropriate school or college.

MEDC 5000 Media Communications is the requisite course in the media communications program. It examines communications theory and its application to mass media, as well as introduces students to the graduate program, describes program expectations and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic or professional experience in media communications.

The required courses and electives may be taken as directed studies, subject to the conditions stated in Directed Studies under the Academic Policies section of this catalog and approved by the chair of the Department of Communications and Journalism 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.

Dual Degree Option: MBA/MA in Media Communications

51 to 54 Credit Hours

Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

- BUSN 5000 Business (3 hours)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
- MEDC 5000 Media Communications (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5400 Media Production Management (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)
- Plus one additional course with MEDC prefix (3 hours)

Admission

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

Send all admissions materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.
Music (MA)

This program is offered by the Leigh Gerdine College of Fine Arts and is only available at the St. Louis home campus.

Program Description

Webster University offers the master of arts (MA) in music for students who desire a more general course of study.

The MA in music is offered without an official area of emphasis, although any one or more of several fields within music may be studied through elective courses that meet individual needs and career goals. The area of study 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 master of music (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, teach music in private or public school (if you have teacher certification), perform with or conduct ensembles, compose or arrange music, pursue doctoral studies in music, or establish an expertise in any one or several additional areas.

The MA program conforms 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.

Webster University also offers the master of music (MM) with a major in composition, jazz studies, and performance. The MM in performance is available in three emphasis areas: orchestral instrumental studies, piano, organ, or guitar; voice.

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 MA in music program 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 Department of Music website, 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.

• 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 admissions materials to:

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

Audition Procedures

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 or specific program director.

Departmental Standards and Policies

Students who are interested in applying to this degree program should consult the Academic Warning, Probation, and Dismissal sections of this catalog for further information. In addition, the Department of Music Handbook, available at the Department of Music website, 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. MA students studying jazz studies may fulfill this requirement through the various jazz ensembles. Graduate students studying 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, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis or study.

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 or study. Students are expected to demonstrate the ability to integrate 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. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

Program Requirements

The MA in music will be balanced among four areas: (1) core courses in music theory and history; (2) performance courses; (3) supportive courses in music (area of study); and (4) additional coursework in music or a related field.

Suggested Areas of Study

• Piano Pedagogy/Performance
• Vocal Pedagogy/Performance
• Music Education
• Jazz Studies
• Conducting
• Composition/Arranging
• Music History/Theory
• Collaborative Piano
• Chamber Music
• Other areas as approved by the Director of Graduate Studies

Degrees

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**Required Courses**

**Core Music Courses**
- MUSC 5100, MUSC 5110 Analytical Techniques I, II (6 hours)
- MUSC 5120 Seminar in Music Literature (3 hours)

**Performance Courses**

**Applied Lessons**
Two semesters (4 hours) to be selected from:
- MUSC 5001 Applied Piano (2 hours per semester)
- MUSC 5002 Applied Voice (2 hours per semester)
- MUSC 5003 Applied Jazz (2 hours per semester)
- MUSC 5004 Applied Instrument (2 hours per semester)
- MUSC 5005 Applied Organ (2 hours per semester)

**Major Ensemble**
Two semesters (2 hours) to be selected from:
- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Aurelia (1 hour per semester)
- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4960 Webster University Jazz Ensembles (Jazz Studies only) (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

**Supportive Courses**
- Additional Music Literature course selected from the following (2-3 hours):
  - MUSC 4080 Secondary Choral Methods and Literature (3 hours)
  - MUSC 4150 The Art Song (3 hours)
  - MUSC 4160 Operatic Literature (3 hours)
  - MUSC 4170, MUSC 4175, MUSC 4180 Piano Literature I, II, III (6 hours)
  - MUSC 4185 Piano in Chamber Music Literature (3 hours)
  - MUSC 4190 Orchestral Literature (3 hours)
  - MUSC 5800 Advanced Studies in Music: Jazz History (2 hours)
- Music electives (9 hours)
- Courses in music at the 4000-5000 levels to be chosen in consultation with the Director of Area of Study and/or Director of Graduate Studies (at least 6 credit hours of these courses must be academic electives).
- Additional coursework (5-6 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 the Area of Study in consultation with the Director of Graduate Studies and the Chair of the Department of Music.

**Oral examination (0 hours)**

**Total: 32 credit hours**

- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4070 Choral Arranging (2 hours)

**Suggested Electives**
- MUSC 4080 Secondary Choral Methods and Literature (3 hours)
- MUSC 4140 Lyric Diction (2 hours)
- MUSC 4150 The Art Song (3 hours)
- MUSC 4160 Operatic Literature (3 hours)
- MUSC 4170, MUSC 4175, MUSC 4180 Piano Literature I, II, III (6 hours)
- MUSC 4185 Piano in Chamber Music Literature (3 hours)
- MUSC 4190 Orchestral Literature (3 hours)
- MUSC 4250, MUSC 4255 Voice Pedagogy I, II (4 hours)
- MUSC 4260, MUSC 4270 Piano Pedagogy I, II (4 hours)
- MUSC 4320 Jazz Education Methods (3 hours)
- MUSC 4340, MUSC 4350 Jazz Scoring and Arranging I, II (6 hours)
- MUSC 4360 The Working Musician (3 hours)
- MUSC 4990 Webster University Opera Studio (1 hour)
- MUSC 5200 Independent Study (1-3 hours)
- MUSC 5320 Advanced Instrumental Conducting (1-4 hours)
- MUSC 5330 Advanced Choral Conducting (1-4 hours)

**Advancement to Candidacy**

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

**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 Oxford Music Online, RILM, Music Online, Opera in Video, and Naxos Music Library.

**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 April 1.

**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. These scholarships are available to graduate students only after the first year of study. 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.

Music (MM) in Composition

This program is offered by the Leigh Ger dine College of Fine Arts and is only available at the St. Louis home campus.

Program Description

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.

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

The MM in composition conforms 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.

Students who desire a more general course of studies may pursue the master of arts (MA) with a major in music.

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 in composition 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, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
- 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 admissions materials to:

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

Audition Procedures

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 primary instrument.

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 at the Department of Music website, 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. Composition majors fulfill this requirement through participation in New Music Ensemble and another major ensemble, such as choir, orchestra, or wind ensemble. Additional performing groups may be chosen for elective credit, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis or study.

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 or study. 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. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

Required Courses

Core Music Courses

- MUSC 5100, MUSC 5110 Analytical Techniques I, II (6 hours)
- MUSC 5120 Seminar in Music Literature (3 hours)

Performance Courses

- MUSC 5010 Composition (four semesters) (8 hours)
- MUSC 4950 Webster University Chamber Music Ensembles: New Music Ensemble (1 hour)

Major Ensemble

One semester (1 hour) to be selected from:

- MUSC 4900 Webster University Concert Choir (1 hour)
- MUSC 4920 Webster University Aurelia (1 hour)
- MUSC 4940 Webster University Orchestra (1 hour)
- MUSC 4980 Webster University Wind Ensemble (1 hour)
Supportive Courses
- MUSC 4040 Music of the Twentieth Century* (3 hours)
- MUSC 4380 The Working Musician (3 hours)
- Electives (7 hours)
*Suggested electives include:
- MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
- MUSC 4340 Jazz Scoring and Arranging I (3 hours)
- MUSC 4370 Marketing for Musicians (3 hours)
- MUSC 5200 Independent Study (1-3 hours)

*Students who completed MUSC 4040, or equivalent, as undergraduates (with grades of B or higher) may choose electives.

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.

Music (MM) in Jazz Studies
This program is offered by the Leigh Gerdine College of Fine Arts and is only available at the St. Louis home campus.

Program Description
The Webster jazz studies program centers on the small group performing experience. The MM in jazz studies allows for students to focus on composition or performance. Students who elect to study jazz history may pursue the MA in music. Students work directly with a faculty member on various graduate jazz studies projects.

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

The MM in jazz studies conforms 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.

Students who desire a more general course of studies may pursue the master of arts (MA) with a major in music.

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 in jazz studies 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, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
• 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 admissions materials to:
Webster University
Office of Admission
470 East Lockwood Ave.
St. Louis, MO 63119
Audition Procedures
Applicants for the MM in jazz studies 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.

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 at the Department of Music website, 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 fulfill this requirement through participation in jazz ensemble, Jazz Singers, and/or the Jazz Collective. Additional performing groups may be chosen for elective credit, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis or study.

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 or study. 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. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

Required Courses
Core Music Courses
- MUSC 5100, MUSC 5110 Analytical Techniques I, II (6 hours)
- MUSC 5120 Seminar in Music Literature (3 hours)

Performance Courses
Applied Lessons
- MUSC 5003 Applied Jazz (four semesters) (8 hours)

Major Ensemble
Two semesters (2 hours) to be selected from:
- MUSC 4955 Webster University Jazz Singers (for vocal students only) (1 hour per semester)

MUSC 4960 Webster University Jazz Ensembles (1 hour per semester)
MUSC 4970 Webster University Jazz Collective (1 hour per semester)

Supportive Courses
- MUSC 4340 Jazz Scoring and Arranging I* (3 hours)
- MUSC 5200 Independent Study: Advanced Arranging (two semesters) (4 hours)
- MUSC 5800 Advanced Studies in Music: Jazz History (2 hours)
- Electives (4-6 hours)
  Suggested electives include:
  - MUSC 4320 Jazz Education Methods (2 hours)
  - MUSC 4360 The Working Musician (3 hours)
  - MUSC 5200 Independent Study: Jazz Pedagogy (2 hours)
  - MUSC 5200 Independent Study: Topics in Jazz Improvisation (2 hours)

*Students who completed MUSC 4340, or equivalent, as undergraduates (with grades of B or higher) may choose electives.

Final Project (0 hours)
Two recitals or one major arranging project, or one major historical document.

Oral Examination (0 hours)
Total: 32-34 credit hours

Advancement to Candidacy
Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

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 Oxford Music Online, RILM, Music Online, Opera in Video, and Naxos Music Library.

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 April 1.

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. These scholarships are available to graduate students only after the first year of study. 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.

Music (MM) in Performance with an Emphasis in Orchestral Instruments

This program is offered by the Leigh Gerdine College of Fine Arts and is only available at the St. Louis home campus.

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

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

The MM in performance conforms 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.

Students who desire a more general course of studies may pursue the master of arts (MA) with a major in music.

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 in performance 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, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
- 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 admissions materials to:
Webster University
Office of Admission
470 East Lockwood Ave.
St. Louis, MO 63119

Audition Procedures
Applicants for the MM in performance with an emphasis in orchestral instruments should present a minimum of three works, representing a variety of historical and technical styles. Orchestral instrumentalists should also perform excerpts from standard orchestral literature.

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 at the Department of Music website, 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. Orchestral performance majors fulfill this requirement through participation in the orchestra. Additional performing groups may be chosen for elective credit, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis or study.

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 or study. 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. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

Required Courses
Core Music Courses
- MUSC 5100, MUSC 5110 Analytical Techniques I, II (6 hours)
- MUSC 5120 Seminar in Music Literature (3 hours)
Performance Courses
• MUSC 5004 Applied Instrument (four semesters) (8 hours)
• MUSC 4940 Webster University Orchestra* (4 hours)
• MUSC 4950 Webster University Chamber Music Ensembles (2 hours)
• Two public recitals (0 hours)

*Students are expected to perform with the Webster University Orchestra every semester they are enrolled in the program. Beyond the required four semesters, MUSC 4940 may be taken without credit.

Supportive Courses
• MUSC 4190 Orchestral Literature (3 hours)
• MUSC 4360 The Working Musician (3 hours)
• Electives (3 hours)

Suggested electives include:
• MUSC 4040 Music of the Twentieth Century (3 hours)
• MUSC 5200 Independent Study (1-3 hours)
• MUSC 5320 Advanced Instrumental Conducting (1-3 hours)

Oral Examination (0 hours)
Total: 32 credit hours

Advancement to Candidacy
Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

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 Oxford Music Online, RILM, Music Online, Opera in Video, and Naxos Music Library.

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 April 1.

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. These scholarships are available to graduate students only after the first year of study. 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.

Music (MM) in Performance with an Emphasis in Piano, Organ, or Guitar

This program is offered by the Leigh Gerdine College of Fine Arts and is only available at the St. Louis home campus.

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

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

The MM in performance conforms 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.

Students who desire a more general course of studies may pursue the master of arts (MA) with a major in music.

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 in performance 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, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
• 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 admissions materials to:
Webster University
Office of Admission
Audition Procedures

Piano or Organ
Applicants for the MM in performance choosing to audition on piano or organ should prepare a minimum of three 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 period.

Guitar
Applicants for the MM in performance choosing to audition on guitar should present a minimum of three works representing a variety of historical and technical styles, and preferably performed from memory.

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 at the Department of Music website, 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. Performance majors fulfill this requirement through participation in choir, orchestra, or wind ensemble. Additional performing groups may be chosen for elective credit, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis or study.

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 or study. 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. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

Required Courses

Core Music Courses
- MUSC 5100, MUSC 5110 Analytical Techniques I, II (6 hours)
- MUSC 5120 Seminar in Music Literature (3 hours)

Performance Courses
- MUSC 5001, MUSC 5004 or MUSC 5005 Applied Piano, Applied Instrument or Applied Organ (four semesters) (8 hours)
- Two public recitals (0 hours)

Major Ensemble
Two semesters (2 hours) to be selected from:
- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4920 Webster University Aurelia (1 hour per semester)
- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- Additional Music Literature course selected from the following (2-3 hours):
  - MUSC 4080 Secondary Choral Methods and Literature (3 hours)
  - MUSC 4150 The Art Song (3 hours)
  - MUSC 4160 Operatic Literature (3 hours)
  - MUSC 4190 Orchestral Literature (3 hours)
  - MUSC 4170, MUSC 4175, MUSC 4180 Piano Literature I, II, III (6 hours)
  - MUSC 4185 Piano in Chamber Music Literature (3 hours)
  - MUSC 5800 Advanced Studies in Music: Jazz History (2 hours)
- Electives (11 hours)
- Suggested electives include:
  - MUSC 4010 Composition (1-3 hours)
  - MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
  - MUSC 4160 Operatic Literature (3 hours)
  - MUSC 4170, MUSC 4175, MUSC 4180 Piano Literature I, II, III (6 hours)
  - MUSC 4185 Piano in Chamber Music Literature (3 hours)
  - MUSC 4260, MUSC 4270 Piano Pedagogy I, II (4 hours)
  - MUSC 4360 The Working Musician (3 hours)
  - MUSC 4800 Advanced Topics (2-3 hours)
  - MUSC 4950 Webster University Chamber Music Ensembles (1 hour)
- MUSC 5200 Independent Study (1-4 hours)

Oral Examination (0 hours)

Total: 32-33 credit hours

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

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 Oxford Music Online, RILM, Music Online, Opera in Video, and Naxos Music Library.
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 April 1.

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. These scholarships are available to graduate students only after the first year of study. 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.

Music (MM) in Performance with an Emphasis in Voice

This program is offered by the Leigh Gerdine College of Fine Arts and is only available at the St. Louis home campus.

Program Description
The MM in performance with an emphasis in voice provides an intensive curriculum in solo and ensemble experiences culminating in two public solo recitals.

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

The MM in performance conforms 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.

Students who desire a more general course of studies may pursue the master of arts (MA) with a major in music.

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 in performance 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, instrumental studies, and so forth). Please read the following section on Audition Procedures. Additional information on audition procedures and requirements may be found at the Department of Music website.
- A satisfactory performance on an entrance examination in music history and theory. Remedial studies (without credit) may be prescribed for students with 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 admissions materials to:
Webster University
Office of Admission
470 East Lockwood Ave.
St. Louis, MO 63119

Audition Procedures
Applicants for the MM in performance with an emphasis in voice 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.

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 at the Department of Music website, 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. Performance majors with an emphasis in voice fulfill this requirement through participation in choral ensembles. Additional performing groups may be chosen for elective credit, or substituted for one semester of major ensemble with the approval of the Department. Specific ensemble requirements are listed with each degree and area of emphasis or study.

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 or study. 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. The oral examination is usually taken during the last semester of study toward the degree.

Students who fail the oral examination may retake it upon the recommendation of the committee.

**Required Courses**

**Core Music Courses**
- MUSC 5100, MUSC 5110 Analytical Techniques I, II (6 hours)
- MUSC 5120 Seminar in Music Literature (3 hours)

**Performance Courses**
- MUSC 5002 Applied Voice (four semesters) (8 hours)
- Two public recitals (0 hours)

**Major Ensemble**
*TWO SEMESTERS (2 HOURS)* to be selected from:
- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Aurelia (1 hour per semester)
- MUSC 4990 Webster University Opera Studio (MM vocal performance majors may count Opera Studio as a major ensemble for one semester, but only if they have a significant role, and only if they take Opera Studio during the fall semester.)

**Supportive Courses**
- MUSC 4140 Lyric Diction (2 hours)
- MUSC 4150 The Art Song* (3 hours)
- MUSC 4160 Operatic Literature* (3 hours)
- Electives (5 hours)

Suggested electives include:
- MUSC 4250, MUSC 4255 Voice Pedagogy I, II (4 hours)
- MUSC 4360 The Working Musician (3 hours)
- MUSC 4800 Advanced Topics (2-3 hours)
- MUSC 5002 Applied Voice (1-2 hours)
- MUSC 5200 Independent Study (1-4 hours)

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

**Language Proficiency Requirement**

A minimum of 2 years of language study is required. Italian, French, or German is preferred, but Spanish and Russian will be considered as well. Other languages acceptable in consultation with the Director of Vocal Studies. Students can be accepted into the MM program without language study, but they must complete the equivalent of 2 years of language study by the time they finish the degree.

**Oral Examination (0 hours)**

**Total: 32 credit hours**

**Advancement to Candidacy**

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B– or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

**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 Oxford Music Online, RILM, Music Online, Opera in Video, and Naxos Music Library.

**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 April 1.

**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. These scholarships are available to graduate students only after the first year of study. 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.

**National Security Studies (MA)**

This program is offered by the College of Arts & Sciences. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

**Program Description**

The multi-disciplinary master of arts in national security studies trains students to become experts in the issues, skills, theories, laws and techniques necessary to work in the rapidly changing field of national security. This degree focuses on preparing students to be innovative and critical thinkers capable of taking on the continually evolving landscape of securing the nation from internal and external threats. All students take coursework that gives them an overview of the actors, institutions, contexts, methods and ethics of national security decision-making while
learning how to conduct research in the field. Then they focus their studies on a particular specialization in one of three tracks: international and regional security, cybersecurity, or criminal justice.

Learning Outcomes

- Identify the major actors, issues, threats, institutions, principles, techniques, laws and terminology in modern national security.
- Assess the ethical, legal and political implications of national security policy and decision-making.
- Apply theories and techniques of national security to current issues in the field.
- Create a research product that synthesizes knowledge and skills in the area of national security studies.

Program Curriculum

36 Credit Hours

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

- NTSC 5000 Introduction to National Security Studies (3 hours)
- NTSC 5100 Research Methods in National Security Studies (3 hours)
- NTSC 6000 Capstone in National Security Studies (3 hours)
- or NTSC 6250 Thesis in National Security Studies* (6 hours)
- and INTL 6900 University Thesis Requirement* (0 hours)
- Four courses (12 hours) from one of the available program tracks
- Two course electives (6 hours) from other tracks in the program
- Two courses (6 hours) from any graduate courses at Webster University

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to the University library. The six credit hours for NTSC 6250 are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

International and Regional Security Track

- INTL 5535 International Disaster Law (3 hours)
- INTL 5550 War and Diplomacy (3 hours)
- INTL 5580 Terrorism in World Politics (3 hours)
- INTL 5580 US Foreign Policy (3 hours)
- or INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5585 Food and Water Security (3 hours)
- INTL 5595 Energy Security (2 hours)
- INTL 5600 Area Studies (3 hours)
- INTL 5625 Middle East Area Studies (3 hours)
- INTL 5635 Western European Area Studies (3 hours)
- INTL 5645 Asian Area Studies (3 hours)
- INTL 5650 African Area Studies (3 hours)
- INTL 5660 South and Central Asia Area Studies (3 hours)
- INTL 5675 Central and Eastern European Area Studies (3 hours)
- INTL 5685 Latin American Area Studies (3 hours)

**Students completing this course and three electives from the track qualify for a graduate certificate in international and regional security, where the certificate is available. No more than two area studies courses (INTL 56XX) can count toward the certificate. To gain the certificate, students must pay a second graduation fee.

Cybersecurity Track

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures*** (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence*** (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques*** (3 hours)
- CSSS 5210 Cybersecurity Law and Policy*** (3 hours)
- CSSS 5220 Cybersecurity Threat Detection*** (3 hours)
- CSSS 5240 Pre-Empitive Deterrence (3 hours)
- CSSS 5250 Use and Protection of Space Assets (3 hours)

***Students completing these five courses (with one course counting as an open elective) and CSSS 5230 (also counting as an open elective) qualify for a graduate certificate in cybersecurity - threat detection, where the certificate is available. To gain the certificate, students must pay a second graduation fee.

Criminal Justice Track

- CRIM 5050 Organization and Administration of Criminal Justice (3 hours)
- CRIM 5060 Policing and Law Enforcement (3 hours)
- CRIM 5070 Institutional and Community Corrections (3 hours)
- LEGL 5450 American Constitutional Law (3 hours)

Students completing these courses qualify for a graduate certificate in administration of justice, where the certificate is available. To gain the certificate, students may pay a second graduation fee.

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

Dual Degree Option: MA in National Security Studies/MS in Criminal Justice

48 Credit Hours

Upon completion of the 48 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Required Courses

- CRIM 5000 Ethics and Decision Making in Criminal Justice (3 hours)
- CRIM 5100 Theories of Crime and Justice (3 hours)
- LEGL 5480 Criminal Actions (3 hours)
- NTSC 5000 Introduction to National Security Studies (3 hours)
- NTSC 5100 Research Methods in National Security Studies (3 hours)
- NTSC 5190 International Security (3 hours)
- NTSC 6000 Capstone in National Security Studies (3 hours)
- or NTSC 6250 Thesis in National Security Studies* (6 hours)
- and INTL 6900 University Thesis Requirement* (0 hours)

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The six credit hours for NTSC 6250...
are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Electives

- 4 courses from the Criminal Justice Track in the MA in national security studies
- 4 courses from the International and Regional Security Track in the MA in national security studies
- 1 additional course drawn from electives in either the MA in national security studies or the MS in criminal justice

Dual Degree Option: MA in National Security Studies/MS in Cybersecurity

54 Credit Hours

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.

Required Courses

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5110 Cybersecurity Communications (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 6000 Practical Research in Cybersecurity (3 hours)
- NTSC 5000 Introduction to National Security Studies (3 hours)
- INTL 5590 International Security (3 hours)
- NTSC 5100 Research Methods in National Security Studies (3 hours)
- NTSC 6000 Capstone in National Security Studies (3 hours)
- NTSC 6000 Capstone in National Security Studies (3 hours)
- NTSC 6250 Thesis in National Security Studies* (6 hours)
  and INTL 6900 University Thesis Requirement* (0 hours)

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The six credit hours for NTSC 6250 or NTSC 6250 are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Electives

- 3 elective courses chosen from the MS in cybersecurity
- 4 electives chosen from the International and Regional Security Track of the MA in national security studies

Dual Major Option: National Security Studies/International Relations

51 Credit Hours

Upon completion of the 51 credits, a single degree is awarded with two major concentrations. The two programs cannot be awarded separately or sequentially under this arrangement.

Required Courses

- INTL 5000 Introduction to International Relations (3 hours)
- NTSC 5000 Introduction to National Security Studies (3 hours)
- INTL 5100 Research Methods and Perspectives (3 hours)
  or NTSC 5100 Research Methods in National Security Studies (3 hours)
- INTL 5590 International Security (3 hours)
- INTL 6000 Capstone in International Relations (3 hours)
  or NTSC 6000 Capstone in National Security Studies (3 hours)
  or INTL 6250 Thesis* (6 hours) and INTL 6900 University Thesis Requirement* (0 hours)
  or NTSC 6250 Thesis in National Security Studies* (6 hours)
  and INTL 6900 University Thesis Requirement* (0 hours)

*Students taking INTL 6250 Thesis or NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The six credit hours for INTL 6250 or NTSC 6250 are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Electives

- 4 additional courses (12 hours) from the International and Regional Security Track in the MA in national security studies
- 4 courses (12 hours) from electives in other tracks in the MA in national security studies
- 2 courses (6 hours) from the Comparative Politics Cluster of the MA in international relations
- 2 elective courses (6 hours) in the MA in international relations

Sequential Degree in National Security Studies

Students can complete a sequential degree in national security studies by completing 27 credit hours, including:

- NTSC 5000 Introduction to National Security Studies (3 hours)
- NTSC 5100 Research Methods in National Security Studies (3 hours)
- INTL 5590 International Security (3 hours)
- NTSC 6000 Capstone in National Security Studies (3 hours)
  or NTSC 6250 Thesis in National Security Studies* (6 hours)
  and INTL 6900 University Thesis Requirement* (0 hours)

*Students taking NTSC 6250 Thesis in National Security Studies (6 hours) must also register for INTL 6900 University Thesis Requirement (0 hours). INTL 6900 acknowledges successful completion of all thesis requirements including conforming to university and departmental guidelines, as well as depositing the thesis in the University library. The six credit hours for NTSC 6250 are drawn from the 3 hours reserved for the NTSC 6000 capstone and 3 elective credit hours in the program.

Admission

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

Send all admissions materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of
New Media Production (MA)

This program is offered by the School of Communications and is only available at the St. Louis home campus.

Program Description

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

Learning Outcomes

- Students will demonstrate proficiency on multiple digital platforms and possess multiple digital skill sets as part of a modern production process and should be able to perform those skills in a professional environment.
- Students will develop proficiency in using various media platforms as part of the storytelling process.
- Students will demonstrate a mastery of storytelling techniques.
- Students will demonstrate knowledge of various approaches to employing multimedia storytelling to the social media environment.

Program Curriculum

The 36 credit hours required for the MA in new media production must include the following courses:

Core Courses (21 credit hours)

- NPRO 5000 New Media Tools (3 hours)
- NPRO 5100 Written Storytelling (3 hours)
- NPRO 5200 Audio Storytelling (3 hours)
- NPRO 5300 Visual Storytelling (3 hours)
- ADVT 5100 Strategic Principles of Advertising and Marketing Communications (3 hours)
- NPRO 6000 New Media Thesis Project (6 hours)

Elective Skills Courses (15 credit hours)

Students are required to take five courses listed as skills courses for this degree from the following list of available electives (15 credit hours). The 15 hours of course work may come only from the following list of approved electives:

- AUDI 5220 Podcast Production and Promotion (3 hours)
- FTVP 5310 Fundamentals of Video Cameras and Lighting (3 hours)
- FTVP 5330 Digital Graphics and Motion Graphics Production (3 hours)
- FTVP 5331 Video Editing and Webisode Creation (3 hours)
- INTM 5630 Digital Design and Information Graphic Production (3 hours)
- INTM 5640 Multimedia Production for Websites and Mobile Applications (3 hours)
- MEDC 5600 Introduction to Interactive Communications (3 hours)
- NPRO 5650 Special Topics in New Media Production (3 hours)
- NPRO 5900 New Media Project Production (3 hours)
- PHOT 5060 Digital Images and Storytelling (3 hours)

Students may substitute appropriate 4000-level courses for electives in this program with the approval of the student's academic advisor and by submitting a program option request prior to registration to be approved in writing by the department chair and the dean of the School of Communications.

All students entering this program are required to consult with a School of Communications academic advisor to create a program plan to chart progress through the curriculum in this degree program.

The required and elective courses listed may be taken as directed studies, subject to the conditions stated in Directed Studies under the Academic Policies section of this catalog and approved by the department chair and the Dean of the School of Communications.

Admission

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

Send all admissions materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Nonprofit Leadership (MA)

This program is offered by the Walker School of Business & Technology and is only available at the St. Louis home campus.

Program Description

The goal of the nonprofit leadership degree is to prepare nonprofit professionals to deal with the complexities and challenges of managing a nonprofit organization in today's "new normal" business environment. The program content is designed to promote a holistic, business-focused, nonprofit management thinking process among students and develop real-world nonprofit business skills that emphasize both the organization's mission and the business of leading a self-sustaining nonprofit organization. Courses deliver both practical and theoretical considerations to address the needs of nonprofit professional and the organizations in which they work. The degree requires satisfactory completion of 24 credit hours of required courses and 12 credit hours of graduate electives for a total of 36 credit hours.

Program Learning Outcomes

Students completing master of arts in nonprofit leadership will be able to:

- Articulate the important terminology, facts, concepts, principles, analytic techniques and theories used in the field of nonprofit leadership.
Applicants who do not meet these qualifications must do the following:

1. Complete all of the following undergraduate courses (or their equivalents) with a grade of C- or better (17 credit hours total, not including individual course prerequisites:
   - MNGT 2100 Management Theory and Practices
   - ACCT 2010 Financial Accounting
   - BUSN 2750 Introduction to Statistics
   - ECON 2000 Survey of Economics
   - MNGT 2500 Marketing
   - BUSN 3500 Business and Global Issues
   - BUSN 4500 Ethical Issues in Business

2. Successfully complete BUSN 5000.
   
   Note: BUSN 5000 will count as an elective in the program. This option is only available for students who are required to take BUSN 5000.

Program Curriculum

The 36 credit hours required for the master of arts (MA) must include the following courses for a major in nonprofit leadership:

- NPLR 5000 Nonprofit Organizations (3 hours)
- NPLR 5010 Governance and Executive Leadership in Nonprofits (3 hours)
- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3 hours)
- BUSN 5210 Financial Management and Budgeting in Nonprofits (3 hours)
- NPLR 5210 Social Enterprises and Social Entrepreneurship (3 hours)
- NPLR 5810 Alliances, Partnerships and Mergers Among Nonprofits (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- NPLR 6210 Integrated Studies in Nonprofit Leadership (3 hours)

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, or approved courses from outside the Walker School of Business & Technology.

Admission

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

Send all admissions materials to:

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

Applicants to the nonprofit leadership (MA) must have completed a business or business-related undergraduate degree meeting the following criteria:

- University/college is regionally accredited
- The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Applicants who do not meet these qualifications must do one of the following:

- Successfully complete BUSN 5000.

Nursing (MSN)

This program is offered by the College of Arts & Sciences. It is available at the St. Louis home campus and at select St. Louis-area corporate partner sites.

Program Description

The master of science in nursing (MSN) program is designed for registered nurses with a BSN who wish to pursue advanced knowledge necessary for the professional roles of nurse educator or nurse leader.

The program requires the completion of 36 credit hours with an Educator or Leader track. Courses are scheduled in an eight-week format. The MSN is designed to be a year-round part-time program that students complete in 2.5 years.

Webster’s MSN program is accredited by the Accreditation Commission for Education in Nursing:

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org

Learning Outcomes

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

- Evaluate organization and systems leadership skills necessary for quality health care.
- Examine the application of quality and safety principles within an organization.
- Analyze evidence and research for improvement of practice.
- Evaluate information and health care technologies.
- Apply knowledge of policy and advocacy strategies to influence health and health care.
- Examine the impact of inter professional collaboration on quality care.
- Apply prevention and population health concepts to implement culturally relevant care.
- Integrate advanced knowledge and skills in a practice role.

Program Curriculum

The following core courses must be completed for the MSN:

- NURN 5005 Collaboration and Communication (3 hours)
- NURN 5050 Policy and Politics in Nursing (3 hours)
In addition, students must complete one of the following tracks:

**Educator Track**
Students selecting this option must complete the following courses:

- NURN 5220 Curriculum Development and Evaluation (3 hours)
- NURN 5230 Practicum in the Nurse Educator Role I (3 hours)
- NURN 5240 Practicum in the Nurse Educator Role II (3 hours)

**Leader Track**
Students selecting this option must complete the following courses:

- NURN 5420 Financial Issues for Nurse Leaders (3 hours)
- NURN 5440 Practicum in the Nurse Leader Role I (3 hours)
- NURN 5450 Practicum in the Nurse Leader Role II (3 hours)

**Requirements**
The student in this graduate program is subject to the policies and procedures for graduate studies and the MSN program.

**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-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/practice experience component, students must receive a grade of “Satisfactory” in the clinical/practicum/practice experience portion to pass the course. Unsatisfactory completion of the clinical/practicum/practice experience component of the course results in automatic failure of the course.

**Admission**
Students who are interested in applying to this degree program should see the Admission section 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 specific requirements for admission to the MSN program are as follows:

- A bachelor of science in nursing (BSN) from an accredited program (NLNAC, ACEN, CCNE, or NLN CNEA).
- Current, unencumbered licensure as a registered nurse in the United States and eligible 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 nursing practice as an RN within the last three years.
- Completion of the online application.
- Official transcripts from all colleges, universities and schools of nursing.
- Three academic and/or professional recommendations using the MSN Recommendation Form (at least one recommendation must be from a supervisor, manager or administrator with whom the applicant has worked in the past 3 years).
- A curriculum vitae or résumé describing the scope, responsibilities and function of all work experience.
- A 300- to 500-word brief essay describing the educational and professional objectives for graduate study.
- An interview with a nursing faculty member upon request.
- Successful and satisfactory completion of a drug screen and criminal background check, plus submission of other required documents including, but not limited to, a health history; a complete vaccination/immunization profile (influenza, HepB, TDap/Td, MMR, and varicella); annual TB test/screen; evidence of American Heart Association CPR certification; a copy of current personal health insurance card; and signed student contract are required for full admission.

Special consideration may be given to applicants who excel in some criteria but do not meet all minimum requirements.

**Send all admissions materials to:**
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
or submit electronically at gamedit@webster.edu

**Advancement to Candidacy**
Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

**Organizational Development and Change (MA)**

This program is offered by the Walker School of Business & Technology. It is available online at the St. Louis home campus and at select U.S. campuses. Please the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

**Program Description**
The purpose of the MA in organizational development and change is to provide graduates with the organizational development theories, competencies, evaluation methods and development opportunities to effectively lead change as a manager, internal change leader or external consultant.
Learning Outcomes

- Students will possess an advanced understanding of the field of organizational development and change and be able to apply the principles and methods to complex organizational situations.
- Students will demonstrate evidence of competency development in all of the major skill sets of organizational development and change.
- Students will create and possess a personal and professional development plan to guide ongoing achievement in the field of organizational development and change.

Program Curriculum

The 36 credit hours required for the master of arts (MA) must include the following courses for a major in organizational development and change:

- ORDV 5000 Practicing Organizational Development (3 hours)
- ORDV 5100 Change Leader Self-Mastery (3 hours)
- ORDV 5200 Organizational Development Consulting Practices (3 hours)
- ORDV 5300 Data-Driven Approaches to Organizational Developments (3 hours)
- ORDV 5400 Designing, Building, and Leading Effective Teams (3 hours)
- ORDV 5450 Managing Communication During Change (3 hours)
- ORDV 5600 Leveraging Diversity and Inclusion (3 hours)
- ORDV 5700 Designing and Facilitating Organizational Development Interventions (3 hours)
- ORDV 5800 Achieving Breakthrough Results (3 hours)
- ORDV 5900 Organizational Development in Emerging Situations (3 hours)
- ORDV 5950 Organizational Development in a Global Context (3 hours)
- ORDV 6000 Capstone Project in Organizational Development (3 hours)

Admission

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

Send all admissions materials to:

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

Applicants to the organizational development and change (MA) must have completed a business or business-related undergraduate degree meeting the following criteria:

- University/college is regionally accredited
- The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Applicants who do not meet these qualifications must do one of the following:

- Successfully complete BUSN 5000.
  - Note: BUSN 5000 will count as an elective in the program. This option is only available for students who are required to take BUSN 5000.

- Complete all of the following undergraduate courses (or their equivalents) with a grade of C- or better (17 credit hours total, not including individual course prerequisites:
  - MNGT 2100 Management Theory and Practices
  - ACCT 2010 Financial Accounting
  - BUSN 2750 Introduction to Statistics
  - ECON 2000 Survey of Economics
  - MNGT 2500 Marketing
  - BUSN 3500 Business and Global Issues
  - BUSN 4500 Ethical Issues in Business

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Procurement and Acquisitions Management (MA)

This program is offered by the Walker School of Business & Technology. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

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.

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

Program Learning Outcomes

- Students will be able to 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) in procurement and acquisitions management must include the following courses:
• PROC 5000 Procurement and Acquisitions Management (Requisite Course) (3 hours)
• PROC 5810 Acquisitions Law (3 hours)
• PROC 5820 Operations Management (3 hours)
• PROC 5830 Pricing (3 hours)
• PROC 5840 Negotiations (3 hours)
• PROC 5850 Logistics (3 hours)
• PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)

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/MA in Procurement and Acquisitions Management

51 to 54 Credit Hours

Requirements for a dual degree with the MBA program generally include the required MBA courses (33 hours) and the required coursework in the additional degree program, except where noted below. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

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

• BUSN 5000 Business (3 hours)
• MBA 5010 Value Creation (3 hours)
• MBA 5020 Quantitative Methods for the MBA (3 hours)
• MBA 5030 Market Analysis and Business Planning (3 hours)
• MBA 5100 Adding Value through Human Capital (3 hours)
• MBA 5200 The Financial Value of Capital Projects (3 hours)
• MBA 5300 Providing Value to Customers (3 hours)
• MBA 5400 The Supply Chain and Business Processes (3 hours)
• MBA 5500 Information Support for Decision Making (3 hours)
• MBA 5910 Cases in Value Creation (3 hours)
• MBA 5920 Walker Consulting Project: Adding Value to Organizations (3 hours)
• PROC 5000 Procurement and Acquisitions Management (3 hours)
• PROC 5810 Acquisitions Law (3 hour)
• PROC 5820 Operations Management (3 hours)
• PROC 5830 Pricing (3 hours)
• PROC 5840 Negotiations (3 hours)
• PROC 5850 Logistics (3 hours)
• PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)

Admission

Students who are interested in applying to either of these programs should see the Admission section of this catalog for general requirements.

Send all admissions materials to:

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

Applicants to the procurement and acquisitions management (MA) must have completed a business or business-related undergraduate degree meeting the following criteria:

• University/college is regionally accredited
• The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Applicants who do not meet these qualifications must do one of the following:

• Successfully complete BUSN 5000.
  • Note: BUSN 5000 will count as an elective in the program. This option is only available for students who are required to take BUSN 5000.
• Complete all of the following undergraduate courses (or their equivalents) with a grade of C- or better (17 credit hours total, not including individual course prerequisites:
  • MNGT 2100 Management Theory and Practices
  • ACCT 2010 Financial Accounting
  • BUSN 2750 Introduction to Statistics
  • ECON 1000 Survey of Economics
  • MNGT 2500 Marketing
  • BUSN 3500 Business and Global Issues
  • BUSN 4500 Ethical Issues in Business

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Psychology (MA) with an Emphasis in Counseling Psychology

This program is offered by the College of Arts & Sciences and is only available at select international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

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

Viewing research and practice as interdependent and mutually supportive, the MA in psychology with an emphasis in counseling psychology program is based on the scientist-practitioner training model. The program is committed to both (1) preparing counseling psychologists for advanced doctoral studies in psychology and (2) providing training and experience that prepare students for practice. Its goal is to train psychologists who have a sound knowledge of the bases of counseling and psychotherapy. Adopting a multicultural perspective, the program
also emphasizes the importance of multicultural competence in both research and practice.

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

- To qualify as a professional psychologist in Austria, students must have both a bachelor and master degree in psychology. To qualify as a psychotherapist in Austria, students must complete the Propaedeutikum (to which the Webster Psychology MA courses contribute) and the Fachspezifikum.
- According to Greek law 4093/2012 and subsequent regulations [Government Gazettes: 229/19.11.12, 324/12.12.12 and 258/08.12.2014], degrees awarded for programs of studies accredited by the Higher Learning Commission (HLC, Webster’s accreditation body), are eligible for recognition of professional equivalency to degrees awarded by the Greek standard system of higher education.
- To qualify as a professional psychologist in The Netherlands, students must have both a bachelor and a master degree in psychology. To qualify as Gezondheidszorg Psycholoog (professional psychologist) in The Netherlands, further post-master’s level training is necessary.
- Within the United States, the ability to become a licensed counselor (LPC/LMHCA/CPC) is regulated by state licensure boards. Depending on the state, students may be required to complete further clinical supervised training; pass a nationally-normed, field-related examination (NCE and/or NCMHCE); pass a jurisprudence exam in some states, and may need to complete further focused coursework depending on the state after completion of the counseling psychology MA. Required exams, additional focused coursework, and/or number of required clinical supervised training hours following degree completion is dependent on the state in which the graduate pursues licensure. For delineation of individual state requirements, consult the appropriate agency in the state in which you wish to work.

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 add 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 the different cultures, values and world-views of various clients and thereby choose appropriate approaches.

Curriculum

48 Required Credit Hours

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

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

Special Requirements

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

Admission

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

Admission Requirements

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

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Public Relations (MA)

This program is offered by the School of Communications. It is available online, at the St. Louis home campus and at the Fort Belvoir campus.

Program Description

The master of arts (MA) in public relations is intended for students who have an interest in public relations.

The degree balances the practical application of public relations skills with the theory that informs the field. The program will give students insights into how entrepreneurship, ethical frameworks and globalization provide key components shaping the current practice of public relations. The program is designed to give students the insights necessary to pursue a career in public relations or a related field.

Learning Outcomes

Successful graduates of this program will be able to:

• Design and perform public relations research and understand research findings in order to solve an organization’s communications problems.
• Demonstrate strategic-level analysis and critical thinking with an understanding of the effects of globalization and while following ethical models.
• Review trends and anticipate implications for future communications needs and challenges.
• Develop an understanding of how entrepreneurship, team-building and leadership affect the practice of public relations.

Program Curriculum

The 36 credit hours required for the MA in public relations must include the following courses:

Core Courses (27 credit hours)

- MEDC 5000 Media Communications (Requisite Course) (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- PBRL 5322 Public Relations (3 hours)
- PBRL 5342 Writing for Public Relations (3 hours)
  or PBRL 5344 Speech Writing (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5360 International Communications (3 hours)
- PBRL 5380 Strategic Communication Applications (3 hours)
- MEDC 5460 Media Research (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)

Elective Courses (9 credit hours)

In addition to the nine core courses, MA students can choose three elective courses in 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 from outside of the School of Communications should verify prerequisites with the appropriate school or college.

Admission

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

Send all admissions materials to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Reading (MA)

This program is offered by the School of Education and is only available at the St. Louis home campus.
Program Description
The nationally recognized master of arts in reading is designed for pre-K-12th grade teachers who desire to increase their expertise in teaching reading or want to become a reading specialist or literacy coach. This program consists of coursework required by the Missouri Department of Elementary and Secondary Education (DESE) for the Reading Specialist Certification.

Students completing the 33 credit hours for the MA in reading may qualify to earn a graduate certificate in dyslexia, where the certificate is available. To gain the certificate, students must pay a second graduation fee. The program is aligned with the International Literacy Association's Standards for the Preparation of Literacy Professionals (2017) and with the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading (2018).

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 literacy 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
- READ 5190 Advanced Studies in Language Development and Acquisition (3 hours)
- READ 5235 Understanding Diverse Reading Profiles, Including Dyslexia (3 hours)
- READ 5270 Advocating for Persons with Disabilities (3 hours)
- READ 5240 Psychoeducational Assessment (3 hours)

Reading Coursework
- READ 5950 Diagnosis and Correction of Reading Disabilities (3 hours)
- READ 5412 Instructional Methods for Diverse Reading Profiles, Including Dyslexia (3 hours)
- READ 5777 Literacy Coaching (3 hours)
- READ 5940 Literacy Strategies K-12 (3 hours)

Clinical Coursework
- READ 5970 Practicum in Diagnosis of Reading Problems (3 hours)
- READ 5980 Practicum in Remediation (3 hours)

Electives (Choose One)
- COMM 5340 Language Arts Seminars: Children's Writing (3 hours)
- Any EDTC course with the approval of the director (3 hours)

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

Special Reading Certification
A valid Missouri teacher's certificate and two years of classroom teaching experience are needed before special reading certification, K-12, can be granted through Missouri's Department of Elementary and Secondary Education. This MA in reading includes 27 hours of required coursework for a reading specialist certification:

- Three reading methods courses (READ 5412, READ 5235, READ 5940) (9 hours)
- Diagnosis and Correction of Reading Disabilities (READ 5950) (3 hours)
- Advanced Studies in Language Development and Acquisition (READ 5190) (3 hours)
- Practicum in Diagnosis of Reading Problems (READ 5970) (3 hours)
- Practicum in Remediation (READ 5980) (3 hours)

Additional courses are required by DESE for the reading specialist certification, but may be taken as an undergraduate or at the graduate level.

- Child Psychology (3 hours)
- Adolescent Psychology (3 hours)
- Psychology of the Exceptional Child (3 hours)
- Behavior Management Techniques (3 hours)

One of these may be taken as an elective in the Webster program.

Following admission and after an initial meeting with the director 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 program should see the Admission section of this catalog for general requirements.

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

Send all admissions materials to:
Office of Admission
Webster University
Advancement to Candidacy

Automatic advancement to candidacy (ATC) is based on 12 credit hours of 3.0 GPA graduate level READ courses.

STEM Education (MA)

This program is offered by the School of Education. It is available online and at the St. Louis home campus.

Program Description

The master of arts (MA) in STEM education provides students with expertise in teaching in the STEM fields of coding and robotics. Candidates learn how to develop learner-centered and content-centered projects and assessments. They also acquire STEM learning skills in coding. The program uses robotics to teach the STEM pedagogy.

Themes of the Master of Arts in STEM Education Degree Program

Candidates who pursue the master of arts in STEM education learn coding and assemble robots for use in teaching STEM concepts. The degree is aligned with the International Society for Technology in Education (ISTE) NETS-T standards for educators, which are:

- "Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
- Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
- Educators inspire students to positively contribute to and responsibly participate in the digital world.
- Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
- Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
- Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
- Educators understand and use data to drive their instruction and support students in achieving their learning goals."

Learning Outcomes

Those completing the MA in STEM education will:

- Be competent at teaching students how to code.
- Be competent in integrating robots into the curriculum.
- Know how to develop curriculum related to the STEM fields appropriate for the classroom.

Program Curriculum

Students pursuing the master of arts (MA) in STEM education are required to complete 33 credit hours. In particular, they take the following courses:

Design Core Courses (11 hours)

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5747 Professional Development in Educational Technologies (3 hours)

Required (0 hours)

- EDTC 5637 Systemic Change Theory and Technology (3 hours)

Technology Core Courses (10 hours)

- EDTC 5250 Coding for Learners (2 hours)
- EDTC 5255 Physical and Virtual World Coding (2 hours)
- EDTC 5334 Constructivism and Technology (3 hours)
- EDTC 5705 STEM Pedagogy and Instruction (3 hours)

Technology Choice Courses (6 hours)

Choose 1 of 3:

- EDTC 5701 Operations and Methods of Teaching Robotics: Sensors (3 hours)
- EDTC 5702 Operations and Methods of Teaching Robotics: Robotic Arms (3 hours)
- EDTC 5703 Operations and Methods of Teaching Robotics: Drones and UAVs (3 hours)

Choose 1 of 2:

- EDTC 5770 Using Mobile Apps for Learning (3 hours)
- EDTC 5775 Developing Mobile Apps for Learning (3 hours)

Electives (6 hours)

At least 6 credit hours must be in courses with the EDTC prefix. While not required, it is recommended that you choose EDTC 5740 Designing Educational Technology Facilities for Educators (3 hours) or from one of the two sets of courses listed above.

Sequential Degree in STEM Education

A student who holds an MA, MS or an equivalent graduate degree from Webster University or another regionally accredited college or university (or its international equivalent) may earn a sequential MA in STEM education from Webster University.

Design Core Courses (11 hours)

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5747 Professional Development in Educational Technologies (3 hours)
- EDTC 5637 Systemic Change Theory and Technology (3 hours)

Technology Core Courses (10 hours)

- EDTC 5250 Coding for Learners (2 hours)
- EDTC 5255 Physical and Virtual World Coding (2 hours)
- EDTC 5334 Constructivism and Technology (3 hours)
- EDTC 5705 STEM Pedagogy and Instruction (3 hours)

Technology Choice Courses (6 hours)

Choose 1 of 3:

- EDTC 5701 Operations and Methods of Teaching Robotics: Sensors (3 hours)
- EDTC 5702 Operations and Methods of Teaching Robotics: Robotic Arms (3 hours)
- EDTC 5703 Operations and Methods of Teaching Robotics: Drones and UAVs (3 hours)

Choose 1 of 2:

- EDTC 5770 Using Mobile Apps for Learning (3 hours)
- EDTC 5775 Developing Mobile Apps for Learning (3 hours)
Required (0 hours)
- EDTC 5995 Final Program Survey (0 hours)

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

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Completed application files are reviewed by the coordinator of Educational Technology.

Advancement to Candidacy
Upon successful completion of 12 credit hours within the MA in STEM education, degree seeking students need to apply for advancement to candidacy. For specific details, please see your advisor.

School Counseling (MA)

This program is offered by the College of Arts & Sciences. It is available online and at the Rolla Metropolitan campus.

Program Description
The mission of the Webster University graduate school counseling degree program is to provide high-quality learning experiences to students, helping them become expert professional school counselors who strive for individual excellence and contribute to an enhanced quality of life in local, national and global societies. Curriculum is culturally inclusive, training students with a strong base of knowledge and skills to practice effectively in a variety of careers in the field of mental health and human service, educational institutions, private practice, and government, business and industrial settings. It is designed to provide students with the necessary knowledge, practice and skills for working with individuals, children, families and groups in a variety of mental health and educational settings.

Students who require prerequisite courses may have to complete more credit hours.

Learning Outcomes
The student learning outcomes for the MA in school counseling support the development of students as competent counselors in training. Upon completion of the program, students will be able to:
- Develop a professional orientation and identity as a counselor by applying sound ethical, legal, advocacy and supervisory practices which lead to success as a school counselor.
- Identify the cultural context of relationships, issues and trends in a multicultural society that impact the counseling process.
- Synthesize theories of human growth and development to develop culturally responsive counseling practices.
- Apply theories and models of career development to related life factors in multicultural contexts appropriate to an individual’s work, family and lifestyle.
- Develop an empirically based approach to counseling that emphasizes wellness and prevention by integrating theory and best practices.
- Apply theoretical and experiential understandings of group approaches to counseling to develop targeted interventions within a multicultural society.
- Apply individual and group approaches to assessment and evaluation in a multicultural society.
- Utilize statistical concepts, research methods, needs assessment and program evaluation skills commonly used in the counseling profession.
- Utilize skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career and personal/social development.
- Collaborate with school and community members to plan, design, implement, evaluate and enhance the school and district-wide school counseling program to advance the academic, career and personal/social development of all students.
- Develop collaborative professional relationships throughout the school and community which support the school counseling program as well as the overall mission and improvement plans of the school and district.
- Serve as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the school counseling program and the school district.

(Adopted from the Missouri Department of Elementary and Secondary Education standards for School Counseling students.)

Prerequisites
Students who do not possess a bachelor's degree in education from a state-approved educator preparation program will be required to show proof of satisfactory coursework in teaching methods and practice, classroom management, and psychology of the exceptional child. Alternatively, students may add the following coursework to their plan of study:
- CMAT 5020 Inquiry Methods for STEM and Social Studies (3 hours)
- COMM 5187 Secondary Techniques and Curriculum (3 hours)
- EPSY 5170 Behavioral Management (3 hours)
- SPED 5860 Psychology of the Exceptional Student (3 hours)

Program Curriculum
This degree requires satisfactory completion of 48 credit hours of coursework. Note that successful completion of the program may exceed 48 credit hours for some students. Completion of the degree will provide students with the required educational credentials for both K-8 and 7-12 school counselor certifications in Missouri.

Required Core Courses
- COUN 0200 Comprehensive Counseling Student Development (0 hours)
- COUN 5020 Foundations of Counseling: The Helping Relationship (3 hours)
- COUN 5050 Human Growth and Development (3 hours)
- COUN 5100 Social and Cultural Foundations of Counseling (3 hours)
- COUN 5110 Foundations of School Counseling (3 hours)
- COUN 5200 Theories of Counseling (3 hours)
- COUN 5220 Assessment (3 hours)
- COUN 5600 Techniques of Group Counseling (3 hours)
• COUN 5685 Program Development for School Counselors (3 hours)
• COUN 5700 Lifestyle and Career Development (3 hours)
• COUN 5800 Professional Orientation and Ethical Practice (3 hours)
• COUN 5840 School Counseling Methods and Skills (3 hours)
• COUN 5850 Research and Program Evaluation (3 hours)

Required Field Experience Courses:
• EPSY 6105 School Counseling Practicum (1.5 hours per term) (3 hours total)
• EPSY 6503 Elementary School Counseling Internship (1.5 hours per term) (3 hours total)
• EPSY 6502 Secondary School Counseling Internship (1.5 hours per term) (3 hours total)

Required Elective:
Students will work with their advisor to select an appropriate elective from COUN, SPED or EPSY
• Elective (3 hours)

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

Courses in the counseling degree program are available only to those admitted to the MA in school counseling or MA in counseling professional degree program and specific non-degree-seeking students (see information on non-degree-seeking students below). All non-degree-seeking students must meet specific admissions requirements and seek advisement for appropriate course selection.

Students participating in the MA in school counseling professional degree program are required to understand and follow the American School Counselor Association (ASCA) Ethical Standards for School Counselor (2016) and the American Counseling Association (ACA) Code of Ethics (2014), as well as adhere to applicable state laws, regulatory policies, and rules and policies governing professional staff behavior at the field placement setting. Students have the same ethical and professional obligation to clients as those required of professional counselors (ASCA, 2016).

Professional Commitment
The ACA Code of Ethics (2014) requires that institutions providing counselor education screen students for professional, personal, and academic fit with the counseling profession. Graduation from the school counseling 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 and skills, counselor formation, interpersonal relations with others in the program, openness to supervision and feedback. Students' counseling skill development, interpersonal skills with others in the program, openness to supervision and academic success and standing will be evaluated on a regular basis throughout the program via use of dispositional and skills assessment tools, remediation team discussions, program faculty review of student achievement, and student participation. Students may be required to complete extra coursework and/or personal counseling in order to maintain good standing in the program.

This degree is a professional degree that is regulated by state licensure boards, the ACA Code of Ethics (2014) and the ASCA Ethical Standards for School Counselors (2016). As such, students will be required to commit to the above mentioned academic, interpersonal and counseling skill development various coursework including a minimum of 6 terms of clinical field experience. The clinical field experience is intensive, requiring a total of 700 supervised clinical hours. It is imperative that applicants and students understand the time commitment required to develop and evidence counseling and interpersonal skills, openness to supervision, and academic success related to the clinical field experience and program in general.

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

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

Remediation for Student Success Process
The ACA Code of Ethics (2014) requires that all counselor education programs in good standing provide a remediation process for all counselor education students that includes regular and ongoing evaluation of a student's general fit with the counseling profession. Appraisal will occur with faculty review of didactic and clinical competencies, attention to ethical code, openness to supervision, self-awareness and formation, and academic competency. When experiencing challenges in demonstrating academic success, development of appropriate interpersonal and/or counseling skills and openness to clinical supervision, students may be initially required to meet with the course instructor to attempt to remediate student challenges. If unresolved, the instructor may request that the student be referred to the campus Counseling Program Advisory Committee. This Committee will review the reasons for student lack of success and will interview relevant instructors and the student to determine the most appropriate path for student success related to a potential future in the counseling profession. The most appropriate path may include but is not limited to: completion of extra coursework and/or field experience, completion of and/or participation in personal counseling and/or dismissal or time off from the counselor education program prior to completion of the degree program. Hence, successful completion of the MA in school counseling professional degree program may require additional coursework beyond the stated number of degree credit hours for those students requiring remedial coursework. Student openness to and cooperation with the campus Counseling Program Advisory Committee and adherence to both the ASCA Ethical Standards for School Counselors (2016) and the ACA Code of Ethics (2014) will be integral to the student's continued success within the program. Note: While the campus Counseling Program Advisory Committee may review cases related to academic challenge, it is not intended to mediate grade appeals or dismissals related to academic failure. The committee is in place to work with students who are challenged in one or more areas and are seeking a plan for remediation to remain in good standing or be transitioned out of the program.
Student Handbook
All students admitted to the MA in school counseling professional degree program are required to review and sign the Counseling Student Handbook as a requirement of enrollment and position in the program. Students are required to sign the final page of the handbook stating understanding of and agreement with the personal and professional commitment to the MA in school counseling degree program. The Counseling Student Handbook that is issued each academic year supersedes all previous versions. It is therefore important that students review the Counseling Student Handbook each year and become familiar with the guidelines contained therein.

Background Check
Some states, such as Missouri, will not issue a professional school counseling certificate or license to those with a failed background check. If an applicant or student has questions regarding such, it is recommended they check with the state professional school counseling licensure/certification board prior to applying to the MA in school counseling professional degree program. See the counseling program coordinator or faculty supervisor for further information. Also note that all students will be required to successfully pass a background check for substitute teacher certification as part of the field experience application process. All background checks are at the expense of the student. See the counseling program coordinator or faculty supervisor for more information.

Field Experience
All students will complete a school-based field experience as part of their degree. Students outside of the St. Louis metropolitan area will be responsible for finding a school placement in coordination with their advisor. Students in the St. Louis metropolitan area will go through the School of Education's placement process.

All field experience students are required to have a substitute teacher certification in their state of practice. Alternatively, students may provide another active school personal certification for their state of practice.

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

Path to Certification
To attain certification or licensure in the field of professional school counseling in Missouri, graduates must pass both the Missouri School Counselor Content Exam and School Counselor Performance Evaluation. Students wishing to get certified/licensed in another state should consult that state's professional school counseling board.

Admission
Applicants are invited to apply to begin the program in either the Fall 1 or Spring 1 terms each year. All applications are reviewed on a rolling basis. For priority consideration, application documents must be post-marked by June 15th for fall start in that same calendar year and December 1st for spring start in the following calendar year.

Admission Requirements
Applicants are required to go through the University admissions process as outlined in the Admission section of this catalog. In addition, applicants for the MA in school counseling program are required to meet the following requirements:

- Strict adherence to a minimum cumulative grade point average of 2.75 or better on a 4.0 scale. The cumulative GPA is calculated using all college-level coursework, regardless of whether or not the coursework was applied to a degree program.
- Submission of official transcript(s) noting conferral of baccalaureate degree(s) and transcripts from all institutions where college coursework has been completed (undergraduate and graduate level). Students currently pursuing their baccalaureate degree may submit an official-in-progress for admission consideration.
- Submission of a short written essay (minimum of three pages) addressing personal and professional interests in the school counseling field; personal background and work history related to counseling field; career goals in the field; and aptitude for succeeding in graduate level education.
- Submission of three completed professional references (not friends or relatives, one of which should ideally be from a former professor/instructor) using the Graduate Applicant Recommendation Form. Forms are to be sent directly to Webster University by the recommender. Instructions are included on the form.
- Submission of a résumé including: education, work experiences, leadership activities, volunteer/service work, etc.
- Participation in a personal interview to determine fit with program and profession per ACA Code of Ethics (2014).

Students applying for this program must send the required essay, résumé, recommendations and transcripts to:
Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

The faculty and staff reserve the right to render conditional admission to applicants. Students admitted conditionally are limited to taking one course per term until Advancement to Candidacy.

After admission into the school counseling program, applicants are required to complete the following steps prior to taking classes:

- Participate in a group orientation event to discuss: a) career-related interests in the field of professional counseling, b) orientation to the field of professional counseling, and c) orientation to the Webster University MA in school counseling program.
- Sign on the appropriate page in the Counseling Student Handbook provided by the first night of the first class or before.

Non-Degree Admission Applicants
Applicants with a graduate degree or current graduate program enrollment in the following fields (professional counseling, psychology, social work, school counseling, and pastoral care) may be approved to register for up to four (pre-approved) courses and forgo the full admission process (detailed above under admission requirements). Non-degree applicants can apply to take a course in any of Webster's five terms. They are required to submit an online application, official undergraduate transcript, current related graduate transcript, and a brief statement explaining their purpose. Upon approval, non-degree seeking
Transfer Policies

Course Transfer

A maximum of twelve (12) credit hours from a graduate school counseling program at a university with acceptable accreditation (see Transfer of Credit in the Academic Policies section of this catalog) may be accepted toward the MA in school counseling. There will be no course substitutions once a student has transferred 12 credit hours.

Core counseling classes considered for transfer must be transferred into the counseling program within eight years of completion and must be equivalent to Webster course content and learning outcomes as evidenced by the actual course syllabus for the course requested for transfer. Syllabi samples and/or templates are not sufficient. Core courses include: COUN 5020, COUN 5050, COUN 5100, COUN 5110, COUN 5200, COUN 5220, COUN 5600, COUN 5700, COUN 5800 and COUN 5850. Non-core counseling courses considered for transfer can be transferred within ten years of completion. Best education preparation for the field may include advising applicants/students to not transfer related but unsubstantial credits as non-core courses. Practicum and Internship hours cannot be transferred to the degree.

Coursework that is older than eight years will not automatically transfer/apply toward the current degree program, even when this coursework was completed at Webster University. Students must petition the department to apply any previous coursework. All transfer petitions are considered on a case by case basis and decisions rendered accordingly.

Non-specialty accredited coursework not completed at Webster University may not adequately prepare students for nationally-normed exams. Students/applicants receiving approval for transfer of counseling course content transfer the coursework content at their own risk.

Non-Counseling Coursework

Participation and enrollment in the professional counseling degree program takes personal and professional commitment. For this reason, counseling students are strongly discouraged from taking coursework outside of the department while enrolled in any counseling program. Counseling students are required to receive written permission from the department chair, or designee, to register for courses outside of the counseling program while enrolled in the program.

Transfer Between Campuses

Students apply to and gain admission to a specific Webster campus. The admitting campus becomes the student's home campus where a student must complete all their coursework. Students wishing to take courses at a location other than their home campus must obtain approval from the counseling coordinator at both their home campus and the campus where they wish to take the course(s) prior to registration. No more than twelve (12) credit hours can be completed at a location other than the student's home campus without transfer. It should be noted that taking courses in a CACREP accredited program does not imply completion of a CACREP accredited degree. Current Webster University professional counseling students may request to be considered for inter-campus transfer prior to starting field experience coursework. Students must be in good standing in the program to be considered for transfer (no students on academic probation or in remediation will be considered for transfer). Non-Webster students shall follow the aforementioned admission process for consideration for admittance into the program. The process for transfer between Webster University campuses shall include:

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

Additional documentation may be requested at the discretion of the counseling program coordinator.

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

School Psychology (EdS)

This program is offered by the School of Education and is only available at the St. Louis home campus.

Vision

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

Mission

The mission of the education specialist (EdS) in school psychology is to provide a specialist degree program that completes the academic preparation and professional training required for individuals to become school psychologists. The EdS offers the culminating experiences and coursework that give future school psychologists the knowledge and skills they need to promote well-being and resilience in children and youth, to research and analyze educational problems, and to find solutions that create learning environments that are supportive and engaging for all students and that prepare young people to grow up to become competent, caring adults.

Conceptual Framework

The conceptual framework for this program comes from the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services. This model emphasizes the importance of problem-solving and scientific methodology in school psychology practice. The blueprint describes a vision of collaboration, education and social justice in which scientist-practitioners contribute to making this world worthy of its children. Webster University shares the vision of the National Association of School Psychologists that "all children and youth thrive in school, at home, and throughout life."
Goals and Outcomes (ISPA, 2009)
The goals for this program originate from the International School Psychology Association (ISPA). At the completion of their programs, EdS students are expected to demonstrate competency in achieving the following six goals:

- **Goal 1 - Core knowledge in psychology and education**
- **Goal 2 - Professional practice preparation**
- **Goal 3 - Professional skills and abilities in assessment and intervention**
- **Goal 4 - Interpersonal skills**
- **Goal 5 - Research methods and statistical skills**
- **Goal 6 - Knowledge of ethics and establishment of professional values**

Domains of School Psychologists
The Missouri Department of Elementary and Secondary Education (DESE) and the National Association of School Psychologists (NASP) have identified ten domains for school psychologists. The Webster University program is directly aligned with these domains; competencies in each of these domains are assessed in the candidate’s School Psychology Portfolio. DESE and NASP describe these domains as:

- Data-Based Decision-Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services for Socialization and Development of Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family-School Collaboration
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical and Professional Practice

Program Description
The Missouri Department of Elementary and Secondary Education requires that a student receive a minimum of sixty (60) semester hours of professional preparation at the graduate level in order to earn educator certification as a school psychologist. Webster University’s post-master’s EdS degree in school psychology is 39 hours. The EdS degree in school psychology is designed to accommodate three main categories of students:

1. Students who have just completed the master’s degree in applied educational psychology at Webster University.
2. Students who have completed a master’s degree from Webster University in a closely related field such as applied educational psychology, educational psychology, clinical psychology, counseling psychology, school psychology, school counseling, or special education.
3. Students who currently have School Psychological Examiner Certification and wish to pursue an EdS.

The EdS degree in school psychology is designed to attract students from diverse cultural, linguistic, ethnic/racial and socioeconomic backgrounds. As suggested by the NASP position statement on the recruitment of culturally and linguistically diverse school psychologists, the program emphasizes diversity, cultural awareness and cultural sensitivity and offers flexible training options.

General Requirements
The entire preparation for becoming a school psychologist includes a master’s degree in applied educational psychology, or in a closely related field, followed by 39 hours of post-master’s work in school psychology curriculum and professional experiences. Students may complete the first year of the curriculum on a part-time basis, however, practicum during the second year involves spending two days a week in a school setting, with a certified school psychologist. The internship is a year-long, full-time supervised experience. Thus, full-time employment is not possible during the practicum and internship years.

School Psychology Portfolio
Work from both the master’s degree and the EdS degree is included in the School Psychology Portfolio. The portfolio is aligned with DESE’s requirements for Missouri educator certification as a school psychologist and the International School Psychology Association’s (ISPA) goals, standards and indicators identified in the ISPA Guidelines for the Preparation of School Psychologists. The portfolio will be developed throughout the EdS program. The portfolios are used for both formative and summative evaluations in school psychology. Students share and discuss their portfolios with their advisors and program faculty.

Field Experiences and Internship
School psychology preparation includes a planned program of field experiences, practicum courses and a year-long internship. Each year of the program provides students with increasingly complex professional responsibilities. These experiences provide graduate students who are studying school psychology with opportunities to apply their knowledge of assessment models and methods, data collection and data analysis to specific school-related concerns. Students gain experience with program evaluation, consultation, mental health promotion and the full professional work of school psychologists. The final hours of EdS courses are taken during the year-long internship in school psychology. This supervised internship is equivalent to one (1) academic year, or a minimum of 1,200 hours and is accompanied by the course, School Psychology Internship.

EdS Program Coursework
The goals and "learning outcomes" for this program originate from the International School Psychology Association and the school psychology coursework is organized around the 2009 six goals of ISPA. The 39-hour, post-master’s EdS degree builds on the student’s master’s degree and offers the culminating experiences and coursework needed for educator certification as a school psychologist.

Goals and Outcomes (ISPA, 2009)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EPSY 5170</td>
<td>Behavior Management (3 hours)</td>
</tr>
<tr>
<td>EPSY 5918</td>
<td>Data-based Decision-making in Education and Multi-Tiered Systems of Support (3 hours)</td>
</tr>
<tr>
<td>EPSY 5170</td>
<td>Behavior Management (3 hours)</td>
</tr>
<tr>
<td>EPSY 6103</td>
<td>School Psychology Practicum I (3 hours)</td>
</tr>
<tr>
<td>EPSY 6107</td>
<td>School Psychology Practicum II (3 hours)</td>
</tr>
<tr>
<td>EPSY 6500</td>
<td>School Psychology Internship (6 hours)</td>
</tr>
<tr>
<td>EPSY 6036</td>
<td>Psychoeducational Assessment II (3 hours)</td>
</tr>
<tr>
<td>EPSY 6037</td>
<td>Mental Health in Schools: Assessment and Intervention (3 hours)</td>
</tr>
<tr>
<td>EPSY 5991</td>
<td>Issues in Assessment: Cultural Diversity &amp; Giftedness in Underserved Populations (3 hours)</td>
</tr>
<tr>
<td>EPSY 6300</td>
<td>School Consultation in a Global Society (3 hours)</td>
</tr>
</tbody>
</table>
Goal 5 - Research Methods and Statistical Skills

- Courses to fulfill this goal are taken as part of the MA degree.

Goal 6 - Knowledge of Ethics and Establishment of Professional Values

- EPSY 6200 Seminar in School Psychology: Professional School Psychology (2 hours)
- EPSY 6201 School Psychology: International and Multicultural Perspectives (2 hours)
- ESPY 6202 School Psychology: Case Studies of Exceptional Children and Youth (2 hours)

Track in International Children's Rights

In keeping with the core values and goals of this graduate program, the track in international children's rights acknowledges the fundamental human rights of all children and provides advanced knowledge and skills so that professionals can promote children's well-being, learning, development and safety. The track is twelve hours and students can include the courses listed below.

Choose 12 hours from the following:

- EPSY 5951 Child Rights for School Professionals (1 hour) (May be repeated for credit)
- EDUC 5210/EPSY 5210 Annual Human Rights Conference (1 hour) (May be repeated for credit)
- SPED 5319 Disabilities and Ethics (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)
- EPSY 6201 School Psychology: International and Multicultural Perspectives (2 hours)

Admission

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

Admission Requirements

- A master of arts in applied educational psychology or a master's degree in a closely related field such as clinical psychology, counseling psychology, school counseling, or special education.
- Official transcripts of previous undergraduate and graduate coursework.
- A cumulative graduate GPA of 3.0 or higher.
- Essay.
- A current résumé.
- Three letters of recommendation from faculty and/or associates.

After all materials have been submitted, an entry interview will be scheduled for selected applicants. For more information about admissions, please see the School of Education website.

Send all admissions materials to:

Office of Admission
Webster University
Attn: EdS Admissions Committee
470 East Lockwood Ave.
St. Louis, MO 63119

Or apply online at www.webster.edu/apply.

Admissions decisions are based on each candidate’s:

- Prior grades
- Admissions essay
- Résumé
- Research experiences
- Professional experiences
- Interview
- Match to our program philosophy

School Psychologist Certification

Graduate students who successfully complete all of the program requirements for the MA in applied educational psychology with the track in educational psychology, the EdS in school psychology, and a passing score on the school psychologist Praxis test are eligible for Missouri school psychologist certification. Upon admission to the EdS program, students will receive the required courses needed for certification. In addition, students may be eligible to become nationally certified school psychologists. Please also see the current program handbook for school psychology. Following admission into the EdS school psychology program, students are required to notify the Webster University certification office of their intent to pursue school psychologist certification.

Below is a list of the courses required for certification. While these courses are part of the degree, there are additional courses needed to obtain the degree. The degree is needed for certification.

- EPSY 5001 Global Citizenship and Applied Educational Psychology (3 hours)
or EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5390 Applied Statistics in Educational Psychology (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
or EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 5060 Psychoeducational Assessment I (3 hours)
- EPSY 5370 Counseling (3 hours)
- EPSY 5880 Psychology of Memory, Learning and Problem-solving (3 hours)
- EPSY 5911 Social and Personality Development: School Psychology (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
or EPSY 5150 Resilience and Self-Concept Development (3 hours)
or EPSY 5918 Data-based Decision-making in Education and Multi-Tiered Systems of Support (3 hours)
- EPSY 5170 Behavior Management (3 hours)
- EPSY 6103 School Psychology Practicum I (3 hours)
- EPSY 6107 School Psychology Practicum II (3 hours)
- EPSY 6500 School Psychology Internship (6 hours)
- EPSY 6036 Psychoeducational Assessment II (3 hours)
- EPSY 6037 Mental Health in Schools: Assessment and Intervention (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)
- EPSY 6300 School Consultation in a Global Society (3 hours)
- EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3 hours)
- EPSY 6200 Seminar in School Psychology: Professional School Psychology (2 hours)
or EPSY 6201 School Psychology: International and Multicultural Seminar (2 hours)
or EPSY 6202 School Psychology: Case Studies of Exceptional Children and Youth (2 hours)
Science Management and Leadership (MS)

This program is offered by the College of Arts & Sciences. It is available online, at the St. Louis home campus and at the Westport campus.

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 opportunities for mentoring and networking experiences.

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

- Compose and present written and verbal information clearly and effectively to a variety of audiences.
- Discuss the role of ethical standards in business and leadership.
- Demonstrate the ability to work in teams, resolve conflict and lead to achieve common goals.
- Formulate the role of marketing, finance and budgeting in the process of product development for science-based operations.
- Formulate the role of intellectual property in science-based operations.
- Construct and evaluate project plans in accordance with regulatory and qualitative affairs standards for science-based operations.

Program Curriculum
The 36 credit hours required for the MS in science management and leadership must include the following courses:

- SCML 5050 Communication for Professional Science Management and Leadership (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- SCML 5590 Ethics and Social Responsibility in Science Management and Leadership (3 hours)
- PATA 5120 Foundations in Intellectual Property Law (3 hours)
- SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- SCML 5800 Project Management (3 hours)
- SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)
- SCML 6000 Practical Application in Science Management and Leadership (3 hours)

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

Sequential Degree in Science Management and Leadership
A student who holds an MA, MS or an equivalent graduate degree from Webster University or another regionally accredited college or university (or its international equivalent) may earn a sequential MS in science management and leadership from Webster University. Transfer credit may not be applied toward the sequential MS.

The student must complete the 27 credit hours of required core courses to earn the sequential MS in science management and leadership. If the student has previously completed or received credit for any of these courses, appropriate substitutes will be approved by the Biological Sciences department.

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Advancement to Candidacy
Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of graduate credit, with grades of B- or better. In the MBA program and other specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.
Space Systems Operations Management (MS)

This program is offered by the George Herbert Walker School of Business & Technology. It is available online and at the Colorado Springs Metropolitan and the Peterson Air Force Base campuses.

Program Description

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

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.

The MS in space systems operations management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Learning Outcomes

- Students will be able to 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 of space systems operations management when analyzing complex factual situations.
- Students will be able to effectively integrate (or synthesize) important facts, concepts, principles and theories used in the field of 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) (3 hours)
- SPSM 5730 Space Operations Research (3 hours)
- SPSM 5740 Space Systems Dynamics-Orbital Mechanics (3 hours)
- SPSM 5750 Space Systems Engineering (3 hours)
- SPSM 5770 Space Operations Management (3 hours)
- SPSM 6000 Practical Research in Space Operations (3 hours)

Acquisitions and Program Management

- SPSM 5000 Space Environment (Requisite Course) (3 hours)
- SPSM 5600 Space Systems Acquisition Law (3 hours)
- SPSM 5650 Space Systems Contracting (3 hours)
- SPSM 5730 Space Operations Research (3 hours)
- SPSM 5950 Space Systems Project Management (3 hours)
- SPSM 6000 Practical Research in Space Operations (3 hours)

Five elective courses chosen from the following for either emphasis

- SPSM 5700 Space Commanding Systems (3 hours)
- SPSM 5710 Space Communications Systems (3 hours)
- SPSM 5760 Space Bio-Astronautics (3 hours)
- SPSM 5800 GPS-Space Radio Navigation Systems (3 hours)
- SPSM 5900 Space Commercialization (3 hours)
- SPSM 5910 Space Systems Integration (3 hours)
- SPSM 5930 Space Systems Law and Policy (3 hours)
- SPSM 5940 Space Decision Support Systems (3 hours)
- SPSM 5990 Issues in Space Operations (3 hours)

In addition, the student chooses two elective courses (6 credit hours) from this major or from the program curricula of other George Herbert Walker School of Business & Technology majors.

Admission

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

Send all admissions materials to:

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

Applicants to the space systems operations management (MS) must have completed a business or business-related undergraduate degree meeting the following criteria:

- University/college is regionally accredited
- The business school must have a business-related accreditation (e.g. AACSB, ACBSP; IACBE, etc.)

Applicants who do not meet these qualifications must do one of the following:

- Successfully complete BUSN 5000.
  - Note: BUSN 5000 will count as an elective in the program. This option is only available for students who are required to take BUSN 5000.
Graduates of this program are able to:

- Use valid and reliable assessment practices to minimize bias.
- Use their knowledge of general and specialized curricula to improve programs, supports and services at classroom, school, community and system levels.
- Facilitate the continuous improvement of general and special education programs, supports and services at the classroom, school and system levels for individuals with exceptionalities.
- Conduct, evaluate and use inquiry to guide professional practice.
- Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
- Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
- Collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families.

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 36 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)

Learner Development, Curriculum and Program Outcomes

- **SPED 5500 Socio-emotional Development: Children with Special Needs (3 hours)**
  or **SPED 5660 Cognitive Development: Children with Special Needs (3 hours)**
- **Emphasis area (5000-level) coursework (9 hours)**

Assessment
One course from the following list based on emphasis area:

- **SPED 5040 Assessment of Reading Disabilities, including Dyslexia (3 hours)**
- **SPED 5240 Psychoeducational Assessment (3 hours)**
- **SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities and Autism (3 hours)**
- **SPED 5413 Assessment of Learning and Learning Problems (3 hours)**
- **SPED 5315 Identification and Assessment of Children with Emotional and Behavioral Disorders (3 hours)**
- **SPED 5703 Functional Behavior Assessment and Intervention (3 hours)**

Professional and Ethical Practice
One course from the following list:

- **SPED 5270 Advocating for Persons with Disabilities (3 hours)**
- **SPED 5275 Reflective Teaching and Mentoring (3 hours)**
- **SPED 5319 Disability and Ethics (3 hours)**
- **SPED 5330 Legal Issues in Special Education (3 hours)**
- **SPED 5903 Ethics and Professional Issues in Applied Behavior Analysis (3 hours)**

Collaboration
One course from the following list:
Emphasis in Applied Behavior Analysis

This emphasis is only available online.

Applied Behavior Analysis (ABA) is a type of intervention that focuses on improving specific behaviors, such as academics and adaptive behavior. The emphasis in applied behavior analysis prepares candidates with the knowledge and concepts needed to engage in applied behavior analysis in schools, community agencies, residential centers, and family settings to enhance the skills and abilities of persons with Autism Spectrum Disorder, significant disabilities and other developmental disabilities.

The emphasis is designed to prepare candidates with coursework-based content knowledge and skills required to apply to sit for the Board Certified Behavior Analyst® Examination offered through the Behavior Analyst Certification Board (BACB). Successful completion of the Webster University master of arts in special education with an emphasis in applied behavior analysis does not guarantee that the candidate will be approved to sit for the Board Certified Behavior Analyst® Examination. Candidates who plan to apply for BCBA certification should carefully review the requirements, published by the BACB (www.bacb.com).

Students pursuing the ABA emphasis are expected to have an association, professional or voluntary, with community service providers, agencies or educational organizations which provide services to individuals with developmental disabilities and/or behavioral challenges, in order to fully benefit from the coursework.

The following coursework is required for an emphasis in applied behavior analysis:

Elective

- 3 hours in consultation with advisor

Total: 33 credit hours

Research and Inquiry

- SPED 5800 Applied Research Methods (3 hours)
- SPED 5850 Single-Subject Research Design (3 hours)
- SPED 6000 Applied Field Research (3 hours)
- SPED 6250 Thesis (for graduate students interested in doctoral studies) (6 hours)

Optional course in applied behavior analysis:

- SPED 5090 Special Education Practicum: ABA** (1-3) (may be repeated for credit if content differs)

**This practicum is an optional course to meet the field experience requirement for the BCBA certification.

Emphasis in Dyslexia

The emphasis in dyslexia is intended for certified educators who are interested in acquiring the foundational knowledge necessary for understanding what dyslexia is, how to recognize this problem early in a child’s academic career, and how to provide appropriate, intensive instruction to help students with reading disabilities to achieve academic success. Each of the six courses required for this emphasis are aligned with the International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading.

The following courses are required for an emphasis in dyslexia:

- READ 5190 Advanced Studies in Language Development and Acquisition (3 hours)
- SPED 5040 Assessment of Reading Disabilities, including Dyslexia* (3 hours)
- SPED 5235 Understanding Diverse Reading Profiles, including Dyslexia (3 hours)
- SPED 5412 Instructional Methods for Diverse Reading Profiles, including Dyslexia (3 hours)
- SPED 5270 Advocating for Persons with Disabilities* (3 hours)
- SPED 5090 Special Education Practicum: Dyslexia (3 hours)

*Core course requirement

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 Psychoeducational Assessment* (3 hours)
- SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3 hours)

*Core course requirement or substitute

Two courses (6 credits) from the following:
The following coursework is required for an emphasis in cross-categorical disabilities.

- SPED 5010 Differentiated Mathematics Instruction (3 hours)
- SPED 5020 Assistive Technology for Students with Special Needs (2-3 hours)
- SPED 5040 Assessment of Reading Disabilities, including Dyslexia (3 hours)
- SPED 5050 Language Development (3 hours)
- SPED 5090 Special Education Practicum (3 hours)
- SPED 5245 Counseling for Life’s Transitions (3 hours)
- SPED 5250 Behavior Management for Children with Special Needs (3 hours)
- SPED 5320 Self-Regulated Learning for Students with Exceptionalities (3 hours)
- SPED 5381 Methods for Students with Mild/Moderate Disabilities II (3 hours)

**Emphasis in Positive Behavioral Interventions and Supports (PBIS)**

This emphasis is only available online.

The emphasis in positive behavioral interventions and supports prepares educators and other qualified professionals who are interested in developing and participating in school-wide 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 a tiered systems approach to improving academic and social outcomes for all students. This program is targeted to educators who are interested in pursuing careers as behavior specialists and/or school-wide PBIS team members or consultants. Successful completion of this emphasis may add three hours to the master of arts degree.

Students pursuing the PBIS emphasis are expected to have a professional affiliation with a private or public educational organization in order to fully benefit from the coursework.

The following coursework is required for an emphasis in PBIS:

- SPED 5700 School-Based Prevention/Intervention: RTI and PBIS (3 hours)
- SPED 5701 Universal School-Wide PBIS (3 hours)
- SPED 5702 Secondary Prevention: Targeted Group Interventions (3 hours)
- SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

*Core course requirement or substitute

**Emphasis/Certification Endorsement in Severe Developmental Disabilities and Autism**

The emphasis in severe developmental disabilities and autism offers a concentrated program of study in the assessment and instruction of children and youth with severe developmental disabilities and autism. 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 and autism, the applicant must hold a valid Missouri teacher’s certificate in mild/moderate disabilities: learning disabilities, mental retardation, behavior disorders, physical and other health impairments, or cross-categorical disabilities.

The following coursework is required for an emphasis in severe developmental disabilities and autism:

- SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities and Autism (3 hours)
- SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3 hours)
- SPED 5313 Augmentative and Alternative Communication for Students with SDD and Autism (3 hours)
- SPED 5090 Special Education Practicum: Severe Developmental Disabilities (3 hours)

*Core course requirement or substitute

**Emphasis in Trauma-Informed Education and Intervention**

The emphasis in trauma-informed education and intervention is designed for practicing teachers, school-based mental health specialists, counselors and other related services professionals who are interested in expanding their expertise in advocating and working with children who require specialized, targeted or one-to-one services. This offers an advanced program of study in the identification, assessment and evaluation, psychoeducational intervention and instruction of children and youth who have experienced trauma as well as severe emotional and behavioral disorders.

The following coursework is required for an emphasis in trauma-informed education and intervention:

- SPED 5500 Socio-emotional Development: Children with Special Needs (3 hours)
- SPED 5315 Identification and Assessment of Children with Emotional and Behavioral Disorders (3 hours)
- SPED 5285 Understanding and Responding to Trauma in Schools (3 hours)
- SPED 5317 Psychoeducational Interventions, Curriculum, and Strategies for Students with Emotional and Behavioral Disorders (3 hours)

*Core course requirement

**Two courses (6 credits) from the following:**

- SPED 5220 Topics in Education (topic appropriate to emphasis) (1-3 hours)
- SPED 5250 Behavior Management for Children with Special Needs (3 hours)
- SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3 hours)
- SPED 5350 Enhancing Social Competency in Children with Special Needs (3 hours)
- SPED 5331 Working with Difficult Students (3 hours)
- COUN 5160 Issues in Counseling: Psychodrama Therapy (1-3 hours)
- EDIN 5620 Mindfulness (3 hours)
- EDIN 5622 Restorative Justice: Learning Communities (3 hours)
- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)
- EPSY 5952 Children, Culture and Violence (3 hours)

**Admission**

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

**Admission Requirements**

Prior to admission to the program, candidates are expected to have successfully completed, with a grade of B or better, a three-credit course in the Psychology of the Exceptional Students, or its equivalent. Those applicants who have not completed this
requirement, prior to admission, will be required to successfully complete the course, or a similar overview course, in order to complete the graduation requirements for the MA in special education.

Additional requirements:

- Receipt of official transcripts from the baccalaureate-granting institution
- A minimum cumulative undergraduate GPA of 2.75 on a 4.0 scale

Send all admissions materials to:

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

Advancement to Candidacy

Upon successful completion of 12 credit hours of 3.0 GPA graduate level SPED courses, students are automatically advanced to candidacy.

Teaching English as a Second Language (MA)

This program is offered by the School of Education. It is available online, at the St. Louis home campus and at select U.S. and international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

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 has two emphases:

- ESL/EFL education emphasis – designed to meet the needs of future educators of adults and/or teaching English as a foreign language overseas. 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.

The ESL/EFL education emphasis is available online and at the St. Louis, Athens, Bangkok.** Webster University Tashkent, Webster University at Uzbekistan State University of World Languages, and Webster University at Samarkand State Institute of Foreign Language campuses. The K-12 ELL education emphasis is available online and at the Kansas City and St. Louis campuses.

As part of the MA in TESL – the K-12 ELL education emphasis, we offer the Missouri ELL Certification, an optional 21 credit-hour certificate issued through Missouri’s Department of Elementary and Secondary Education (DESE). The certification is designed for preK-12 teachers working 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 ELL certificate until the basic certificate is awarded) and three courses (which may be undergraduate credit) of Psychology and/or Education of the Exceptional Student, Teaching Reading in Content Fields and Reading Assessment and Interventions 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 in teaching 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. Students may receive the Webster University TEFL certificate by completing a minimum of 21 credit hours.**

*All students pursuing the Missouri ELL certification or the Webster TEFL certificate will be considered degree-seeking students and will have the option to pursue one of the MA in TESL tracks within 5 years from the start of their TESL coursework.

**Students cannot pursue both the Missouri ELL certification and Webster TEFL certificate within the same MA program.

***Students completing their degree at the Bangkok campus are required to complete a minimum of 36 credit hours for the MA in TESL. There are two options: (1) complete all requirements for the MA in TESL in addition to TESL 5750 Special Institute: Final Writing Project, or (2) complete all requirements for the MA in TESL in addition to TESL 6250 Thesis for a total of 12 credit hours for the thesis.

Learning Outcomes

Program Goals – 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 communication 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.

Candiates 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 ELL students and families in their journey of social, cultural and linguistic accommodation.

K-12 ELL Education Emphasis

33 Credit Hours

**Required Courses (24 credit hours)**

- TESL 5230 Second Language Acquisition* (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods* (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms* (3 hours)
- TESL 5350 Language and Culture* (3 hours)
- TESL 5030 Language History, Planning, and Policy* (3 hours)
- TESL 5311 Principles and Practices of Language Testing* (3 hours)
- TESL 5720 Teaching English Pronunciation* (3 hours)
- TESL 5040 Practicum in ESOL (taken at the end of the program)* (3 hours)

*Course contains a key assessment for data collection purposes.

**Electives (9 credit hours)**

- COMM 5199 Teaching Writing
- COMM 5280 Written Communication (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5340 Language Arts Seminar: Teaching Language and Language Issues (3 hours)
- TESL 5710 Grammar for ESL/EFL Teachers (3 hours)
- TESL 5200 Independent Study (3 hours)
- TESL 5220 Independent Study (3 hours)
- TESL 5200 Thesis (3-12 hours)

and TESL 6900 University Thesis Requirement (0 hours)
- COMM 5199 Teaching Writing
- COMM 5280 Written Communication (3 hours)
- COMM 5440 Integrated Language Arts (3 hours)
- COMM 5340 Language Arts Seminars: Teaching Language and Language Issues (3 hours)
- COMM 5344 Introduction to Linguistics (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5490 Seminar in Immigrant and Refugee Experiences (3 hours)
- EDTC 5630 Advanced Topics in Classroom Technologies (3 hours)

**Missouri ELL Certification**

21 Credit Hours

All students pursuing the Missouri ELL certification or the Webster TEFL certificate will be considered degree-seeking students and will have the option to pursue one of the MA in TESL tracks within 5 years from the start of their TESL coursework.

**Required Courses (21 credit hours)**

- TESL 5230 Second Language Acquisition (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- TESL 5350 Language and Culture (3 hours)
- TESL 5030 Language History, Planning, and Policy (3 hours)
- TESL 5040 Practicum in ESOL (3 hours)
- TESL 5311 Principles and Practices of Language Testing (3 hours)

**Admission**

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

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Non-native speakers need to pass TOEFL, paper-based score of 575 and above (International students – see graduate catalog).
- Native speakers two semesters of a foreign language (with a grade of B or better) is strongly recommended.

Send all admissions materials to:

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

Advancement to Candidacy

Students must complete 12-15 hours or core TESL coursework at the beginning of their program of study and maintain a minimum of a 3.0 GPA (B average).

Required Coursework for Advancement to Candidacy (6-9 credit hours)

- TESL 5230 Second Language Acquisition
- TESL 5220 Curriculum Development in Second Language Classrooms
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods

Other Coursework toward Advancement to Candidacy (3-6 credit hours)

- TESL 5350 Language and Culture
- TESL 5030 Language History, Planning, and Policy
- TESL 5311 Principles and Practices of Language Testing

The candidacy requirements are the same for both the K-12 ELL education emphasis and the ESL/EFL education emphasis.
Administration of Justice

Graduate Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences. It is available online and at select U.S. campuses, but it is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a full list of campuses where this program is offered.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
The graduate certificate in the administration of justice allows students to develop advanced knowledge of crime control systems and cultivate technical, critical thinking and analytical skills. The program emphasizes organizational and leadership structures within the criminal justice system.

Learning Outcomes
Upon completing this certificate in the administration of justice, students will be able to:
- Articulate ethical implications of decision making in the criminal justice system.
- Explain the interdependence of institutions in the criminal justice system and broader social, legal and socioeconomic environments.
- Articulate the ways issues of diversity affect the operation of criminal justice organizations and actors, including differences by race, ethnicity, sexual orientation, sex, gender, age and so on.
- Demonstrate effective written and oral communication skills.

Requirements
The 12 credit hours required for the graduate certificate in administration of justice are the following four courses:
- CRIM 5050 Organization and Administration of Criminal Justice (3 hours)
- CRIM 5060 Policing and Law Enforcement (3 hours)
- CRIM 5070 Institutional and Community Corrections (3 hours)
- LEGL 5450 American Constitutional Law* (3 hours)

*Students completing the certificate are exempt from the requirement to complete the prerequisite for LEGL 5450.

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

Send all admissions materials to:
Webster University
Office of Admission
470 East Lockwood Ave.
St. Louis, MO 63119

Advanced Research

Graduate Certificate
12 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is only available at the Geneva campus and the courses are taught in French.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
The certificate in advanced research is a 12 credit hour program of study designed for those who hold leadership positions in healthcare; who have completed a master's degree, or who are completing a master degree in health care management; and who are interested in developing skills in advanced research. Students will develop a research proposal, gain IRB approval for that research proposal, conduct their research project and make a contribution to the field of healthcare management by developing a research article based on the research conducted.

Requirements
The 12 credit hours required for this certificate include the following courses:
- HLTH 5100 Statistics for Health Administration (3 hours) or HEAL 5000 Advanced Theories and Concepts in Health Care (3 hours)
- HRDV 5750 Research and Assessment Methods in Human Resources Development (3 hours)
- BUSN 6140 Business Research Analysis (3 hours)
- HEAL 6550 Advanced Research in Healthcare (3 hours)

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

Admission Requirements
- 2.5 grade point average.
- Master's degree in health care field or current master's student status.
- Leadership experience in health care.
- Résumé describing scope, responsibilities and work experience.
- Completed application with fees.
- Official transcripts from all colleges and universities attended.
- Personal interview.

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Applied Behavior Analysis

Advanced Graduate Certificate
21 Credit Hours

This program is offered by the School of Education and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.
Graduate Certificates

Program Description

This 21-credit online advanced graduate certificate (ACG) program prepares candidates with the knowledge and concepts needed to engage in applied behavior analysis in schools, community agencies, residential centers and family settings to enhance the skills and abilities of persons with Autism Spectrum Disorder, significant disabilities and other developmental conditions.

The program provides training in functional behavior assessment, analysis and intervention within the context of ethically guided and evidence-based practices. Candidates are introduced to the conceptual foundations of applied behavior analysis, research methodology, principles and practices of behavioral instruction, support and intervention, and the ethical and professional guidelines needed for effective and efficacious services.

The program is designed to prepare candidates with the coursework-based content knowledge and skills required to apply to sit for the Board Certified Behavior Analyst® Examination offered through the Behavior Analyst Certification Board (BACB). Successful completion of the Webster University advanced graduate certificate program in applied behavior analysis does not guarantee that the candidate will be approved to sit for the Board Certified Behavior Analyst® Examination. Candidates who plan to apply for the Board Certified Behavior Analyst® Examination should carefully review the requirements, published by the Behavior Analyst Certification Board (www.bacb.com).

Learning Outcomes

Successful completers will:

- Demonstrate a thorough understanding and knowledge of the concepts and principles that underlie applied behavior analysis.
- Demonstrate a thorough understanding of the principles involved in functional behavior observation, assessment and analysis.
- Demonstrate a thorough understanding of the principles that govern the application of behavior analysis to alleviate the behavioral challenges and problems experienced by persons with disabilities or socio-emotional challenges.
- Understand the ethical and legal principles and responsibilities in the application of behavior principles.
- Master the foundational concepts and skills needed to apply to sit for the Board Certified Behavior Analyst® Examination offered through the Behavior Analyst Certification Board (BACB).

Requirements

- SPED 5703 Functional Behavioral Assessment and Intervention (3 hours)
- SPED 5850 Single-Subject Research Design (3 hours)
- SPED 5890 Introduction to Applied Behavior Analysis (3 hours)
- SPED 5900 Concepts and Principles of Behavior Analysis (3 hours)
- SPED 5901 Behavior Change Procedures (3 hours)
- SPED 5902 Supervision and Staff Performance (3 hours)
- SPED 5903 Ethics and Professional Issues in Applied Behavior Analysis (3 hours)

Optional

This practicum is an optional course to meet the field experience requirement for the BCBA certification:

- SPED 5090 Special Education Practicum: ABA (1-3 hours)

Admission

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

Admission Requirements

- Master's degree in special education, education, psychology or a related behavioral science field.
- Cumulative GPA of 3.0.

Send all admissions materials to:

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

Applied Gerontology Enhancement and Specialization

Graduate Certificate

12 Credit Hours

This program is offered by the College of Arts & Sciences and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate in applied gerontology enhancement and specialization (AGES) is offered to those who currently work, have worked or will work in the field of gerontology and have attained a bachelor’s or master’s degree. This certificate will develop and enhance the managerial and administrative skills of the practitioner and provide students with the knowledge to effectively meet the needs of the aging population in a variety of career settings.

Students enrolled in the MA degree program in gerontology are not eligible to receive the applied gerontology enhancement and specialization certificate.

Requirements

The 12 credit hours required for the graduate certificate in applied gerontology enhancement and specialization include the following courses:
Graduate Certificates

• GERN 5600 Economic Issues for Older Adults (3 hours)
• GERN 5640 Management of Programs for Older Adults (3 hours)
• GERN 5670 Social Science Perspectives in Gerontology (3 hours)
• GERN 5690 Issues in Gerontology* (3 hours)

*GERN 5690 course topics vary

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

Send all admissions materials to:
Webster University
Office of Admission
470 East Lockwood Ave.
St. Louis, MO 63119

Corporate Entrepreneurship

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
The graduate certificate in corporate entrepreneurship at the Walker School of Business & Technology is designed to provide prospective corporate entrepreneurs with knowledge, skills and competencies needed to understand, develop, analyze and implement entrepreneurial initiatives within their companies. Corporate entrepreneurship is more than just new product development; it includes innovations in services, channels, brands and intellectual property models. The courses explore how corporate entrepreneurs can employ existing resources and use innovation practices to function as an entrepreneur within a firm. In addition, the courses will provide a process by which a corporate entrepreneur within a proven company can create, nurture, launch and achieve success in a new venture that is distinct from the existing company but leverages present company assets, market position, capabilities or human and material resources.

Learning Outcomes
Upon successful completion certificate, students will be able to:

• Explain constructs that guide the corporate entrepreneurship process and methods.
• Conduct an entrepreneurial assessment of for-profit and not-for-profit corporations.
• Utilize innovative problem-solving techniques to generate stakeholder value within a corporation.
• Integrate common goals to operationalize the vision and mission of the corporation.

Requirements
To complete the certificate, students must complete a total of 18 credit hours comprised of the following:

• ENTR 5000 Entrepreneurship Process, Methods and Innovation (3 hours)
• ENTR 5200 Corporate Entrepreneurship (3 hours)
• MNGT 5960 Corporate Budgeting and Control (3 hours)
• MNGT 5990 Corporate Responsibility and Society (3 hours)
• NPLR 5210 Social Enterprise and Social Entrepreneurship (3 hours)
• ENTR 6000 Entrepreneurship Capstone (3 hours)

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

Send all admissions materials to:
Office of Admissions
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Creativity and Innovation

Graduate Certificate
18 Credit Hours

This program is offered by the School of Education and the Webster Center for Creativity and Innovation, and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
The university certificate program in creativity and innovation aims to provide professionals with the knowledge and skills for assessing the major concepts, theoretical perspectives and empirical findings in the area of creativity and innovation. Participants will apply theory to evaluate and foster creativity and innovation processes within a variety of settings and within an interdisciplinary context.

To attain the certificate, students must complete 18 hours of coursework with a GPA of 3.0 or better and a B- or better in all courses. Elective hours for coursework in the program must be approved by the EDIN advisor and the director of the Center for Creativity and Innovation.

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

• Describe and critically assess the major concepts, theoretical perspectives and empirical findings in the area of creativity and innovation.
• Apply theory and findings from this area in order to evaluate and to foster creativity and innovation processes within a variety of settings (e.g. workplace, classrooms, organizations, communities).
• Discuss research on creativity and innovation within an interdisciplinary context and examine them in both a systemic and dynamic manner.
Graduate Certificates

Requirements
- EDIN 5180 Creativity and Innovation (3 hours)
- EDIN 6000 Graduate Certificate Project (3 hours)

Elective Courses (12 credit hours)
Choose from the following list:
- EDIN 5650 Design Thinking (3 hours)
- EDIN 5620 Mindfulness (3 hours)
- EDIN 5624 Transformative Learning (3 hours)
- EDIN 5630 Creative Multimedia Design for Innovative Learning (3 hours)
- EDIN 5750 Special Institute (3 hours) (May be repeated if content differs)
- EDIN 5840 Innovations in Learning Systems: Global Perspectives (3 hours)
- Other course(s) as approved by the EDIN advisor and the director of the Center for Creativity and Innovation (3-6 hours)

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

Admission Requirements
- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5.

Send all admissions materials to:
Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the School of Education.

Cybersecurity - Information Assurance

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is available online and at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
This certificate focuses on expanding the student's knowledge and understanding of the cybersecurity challenges and issues facing corporate and governmental organizations. Courses in the certificate provide an understanding of current cybersecurity threats, phraseology and terminology, various roles, responsibilities, and processes applied in protecting an organization's digital content, as well as evaluation of transmission media, storage systems, networks, risk management and national critical infrastructure. The primary goal of this certificate program is to support IT/CS professionals seeking to expand their understanding of the cybersecurity discipline and to apply that knowledge to their profession.

This cybersecurity certificate program is intended for computer science, information technology, information security and related experienced professionals with the goal of expanding their understanding of cybersecurity policies, practices, methods and related technology advancements within the discipline. This certificate program is NOT intended for students without an undergraduate degree and/or professional experience in these disciplines.

Learning Outcomes
- Summarize and demonstrate an understanding of the vocabulary of cybersecurity terms and phraseology.
- Develop an understanding of the cyber threats to national critical infrastructure.
- Demonstrate and differentiate a basic working knowledge and awareness of current and growing threats to people, organizations and society through the use of cyber war, cyber crime, encryption techniques and other activities.
- Explain the basic knowledge of potential threats and how criminals and nation-states use different cyber techniques, the use of encryption methods, and managing cyber risks.
- Describe the roles, responsibilities and duties of computer scientists, IT managers, CIOs, CEOs and other decision makers who may influence the use of IT systems.
- Differentiate the scope of the evolving environment of cybersecurity, international law, national law enforcement and organizational security measures and counter measures as applied to network and telecommunications operational security and applications.

Requirements
- CSSS 5110 Cybersecurity Communications (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 5270 Cybersecurity in Cloud Computing (3 hours)
- CSSS 5290 Cybersecurity Risk Management Framework (3 hours)

NOTE: CSSS 5000 is not a prerequisite requirement for this certificate.

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Cybersecurity - Threat Detection

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at select U.S. and international campuses.
**Digital Marketing Management**

**Graduate Certificate**

**18 Credit Hours**

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at the Geneva campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

**Program Description**

The graduate certificate in digital marketing management is for students who have a background in marketing and are interested in obtaining specific expertise in the growing field of digital marketing. Students will be equipped with the critical skills to be proficient in executing effective digital marketing strategy.

**Learning Outcomes**

Students will be able to:

- Create digital marketing strategies that align with larger marketing objectives.
- Critically analyze the appropriateness of each of the major digital marketing channels (i.e. paid, organic, affiliate, social, email and mobile applications etc.) against marketing strategies.
- Develop, evaluate and execute a comprehensive digital marketing strategy and plan.
- Measure and evaluate digital marketing efforts.
- Describe the latest digital marketing technologies.
- Articulate the ethical impact of digital marketing efforts.

**Requirements**

The 18 hours required for this certificate include the following courses:

- MDST 4110 Digital Media and Culture (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5750 Management of Social Media (3 hours)
- MRKT 5790 Digital Marketing Strategy (3 hours)

*Note: Courses listed above may require additional prerequisites.*

**Admission**

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

Send all admissions materials to:

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

**Dyslexia**

**Graduate Certificate**

**18 Credit Hours**

This program is offered by the School of Education and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

**Program Description**

The graduate certificate in dyslexia is intended for certified educators who are interested in acquiring the foundational knowledge necessary for understanding what dyslexia is, how to recognize this problem early in a child's career, and how to provide appropriate, intensive instruction to help students with reading disabilities to achieve academic success. Each of the six courses required for this certificate are aligned with the International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading.
Learning Outcomes
Completers of this program are able to:

• Understand the foundations of language acquisition.
• Develop knowledge of diverse reading profiles, including dyslexia.
• Understand the differences among and purposes for screening, progress-monitoring, diagnostic and outcome assessments.
• Understand the procedures and principles for accurate assessment and interpretation of assessments.
• Understand and apply the essential principles of Structured Literacy Instruction in the areas of phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary and reading comprehension.
• Understand and apply the major skill domains that contribute to written expression.
• Understand professional dispositions and practices.

Requirements
The 18 credit hours required for the graduate certificate in dyslexia include the following courses, which must all be taken at Webster University in the following sequence:

• READ 5190 Advanced Studies in Language Development and Acquisition (3 hours)
• SPED 5225 Understanding Diverse Reading Profiles, including Dyslexia (3 hours)
• SPED 5040 Assessment of Reading Disabilities, including Dyslexia (3 hours)
• SPED 5412 Instructional Methods for Diverse Reading Profiles, including Dyslexia (3 hours)
• SPED 5270 Advocating for Persons with Disabilities (3 hours)
• SPED 5090 Special Education Practicum: Dyslexia* (3 hours)
  or READ 5980 Practicum in Remediation* (3 hours)

*As approved by advisor.

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Environmental Sustainability
Graduate Certificate
12 Credit Hours
This program is offered by the College of Arts & Sciences and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
This certificate in environmental sustainability concentrates on the relationship between sustainability and environmental resource management to include managing economic, social and ecological systems within and external to an organizational entity in order for it to sustain itself and the system it exists within.

Students may pursue the certificate by itself or integrate their certificate studies with their MS degree program. Students enrolled in the MS in environmental management with an emphasis in sustainability are not eligible to receive the environmental sustainability certificate.

Requirements
The 12 credit hours required for the graduate certificate in environmental sustainability include the following courses:

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

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

Send all admissions materials to:
Webster University
Office of Admission
470 E. Lockwood Ave.
St. Louis, MO 63119

Fostering Resilience in "At Risk" Children and Youth

Graduate Certificate
18 Credit Hours
This program is offered by the School of Education and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
"At-risk" children and youth include those who grow up in adverse circumstances such as poverty, homelessness, wars and disasters, chronic family problems or exposure to trauma and extreme stress. Common protective factors among "at risk" youth include high quality relationships with parents and other caring adults as well as high intelligence and social-emotional skills. Other protective factors include effective and nurturing schools, community organizations and cultures. In this 18-hour graduate certificate, students gain valuable knowledge and skills for their professional work. Promoting resilience in children and youth can lead to positive adaptation and outcomes for those young people whose lives are threatened by adversity.

See also:
• Applied Educational Psychology (MA)
• School Psychology (EdS)
• Immigrant and Refugee Children and Families (Certificate)

Learning Outcomes
• Demonstrate and apply knowledge of psychology to children and youth to promote social/emotional well being of "at-risk" children and youth.
• Use assessment and progress data collected in schools or community settings to make evidence-based decisions regarding effective interventions and practices for "at-risk" children and youth.
• Value individual differences in the cultural, socioeconomic, ethnic, linguistic and national/international backgrounds of "at-risk" children and youth.
• Develop self-assessment skills and the ability to reflect on roles educators and mental health professionals can take as leaders of change in the 21st century.
• Collaborate effectively with others in designing, developing and guiding decision-making at the individual, group, school or community level.
• Engage in professional growth and leadership.

Requirements
• EPSY 5150 Resilience and Self-Concept Development (3 hours)
• EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
• EPSY 5890 Psychology of Stress
• EPSY 5370 Counseling (3 hours)
or EPSY 5290 Family Counseling (3 hours)
or EPSY 5380 Multicultural Counseling (3 hours)
• EPSY 5350 Intercultural Communications (3 hours)
• EPSY 5911 Social and Personality Development: School Psychology (3 hours)

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

Send all admissions materials to:
Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Gerontology

Graduate Certificate
18 Credit Hours
This program is offered by the College of Arts & Sciences and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

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.

Students may pursue the certificate by itself or integrate their certificate studies with an MA degree program. Students enrolled in the MA in gerontology are not eligible to receive the gerontology certificate.
Requirements

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

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

Admission

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

Send all admissions materials to:

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

Government Contracting

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is available online and at select U.S. campuses, but is not available at the St. Louis home campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The graduate certificate in government contracting is designed for contracting practitioners new to government contracting who want to enhance their skills and understanding of contracting acquisition management. The program emphasizes both theory and practice, allowing students to learn the underlying principles and use of the current tools in the field.

Webster University, in a strategic partnership with the Defense Acquisition University (DAU), provides classes for Department of Defense (DoD) workers in the Acquisitions, Technology and Logistics workforce. For important information regarding the certificate in government contracting program equivalencies with DAU CON courses, visit the Webster/DAU Partnership website.

For additional details, contact Joe Roberts.
Email: joeroberts@webster.edu

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:

- GCON 5000 Fundamentals of Government Contracting (3 hours)
- GCON 5100 Government Contracting Life Cycle (3 hours)
- GCON 5500 Business Decisions for Government Contracting (3 hours)
- GCON 5550 Decision Making in Government Contracting (3 hours)
- GCON 5700 Sources Selection and Administration of Government Contracts (3 hours)
- GCON 5900 Negotiation and Administration of Contracts (3 hours)

Admission

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

Send all admissions materials to:

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

Healthcare Leadership

Graduate Certificate
18 Credit Hours

This program is offered by the College of Arts & Sciences and is only available at the Geneva campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The healthcare leadership certificate is an 18-credit-hour program designed for those who hold leadership positions in healthcare, who have completed a bachelor's degree and are interested in a healthcare leader focus.

Requirements

The 18 credit hours required for this certificate include the following courses:

- HCLD 5410 Leadership in Healthcare (3 hours)
- HCLD 5420 Financial Issues for Healthcare Leaders (3 hours)
- HCLD 5230 Legal Issues for Healthcare Leaders (3 hours)
- HCLD 5440 Leadership in Healthcare Practicum I (3 hours)
- HRDV 5620 Interpersonal and Organizational Communications (3 hours)
- HCLD 6000 Healthcare Leader Case Studies (3 hours)

Admission

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

Admission Requirements

- 2.5 grade point average.
- Bachelor's degree required.
Graduate Certificates

- Minimum of one year of healthcare education experience.
- Résumé describing scope, responsibility and function of work experience.
- Completion of application with fees.
- Official transcripts.
- Personal interview.

Send all admissions materials to:
Office of Admission
Webster University Geneva
Route de Collex 15
CH-1293 Bellevue, Switzerland

Immigrant and Refugee Children and Families

Graduate Certificate
18 Credit Hours

This program is offered by the School of Education and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The graduate certificate in immigrant and refugee children and families is for educators who are interested in learning more about working with immigrant and refugee populations. This eighteen credit hour 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)
- School Psychology (EdS)
- Fostering Resilience in "At Risk" Children and Youth (Certificate)

Requirements

- EPSY 5150 Resilience and Self-Concept Development (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)
- EPSY 5350 Intercultural Communications (3 hours)

Admission

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

Admission Requirements

- Bachelor's degree in psychology or related area.
- Essay.
- Overall GPA of 3.0 or better.

Send all admissions materials to:
Office of Admission
Webster University Geneva
Route de Collex 15
CH-1293 Bellevue, Switzerland

International Development

Graduate Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences and is only available at the Geneva campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate in international development gives students the opportunity to develop specialized expertise in the theories, issues, actors, problems and solutions facing countries and other actors undergoing the development process. Coursework will expose students to development challenges posed by such issues as poverty, hunger, conflict, human rights and sustainability. Where available, this certificate may be earned while completing the MA in international relations or as a stand-alone graduate certificate.

Learning Outcomes

Upon completing this certificate program, students will be able to:

- Identify and analyze the concepts, actors and issues related to international development.
- Differentiate between the political, economic and social conditions in developed and developing countries.
- Apply major theories of international relations to current and historical issues in international development.

Prerequisite

INTL 5000 Introduction to International Relations or at least two upper-level undergraduate courses in international relations.

Requirements

The 12 credit hours required for the graduate certificate in international development must include the following required course (3 hours) and three electives (9 hours):

- INTL 5580 Politics of Development (3 hours)

Electives (9 credit hours)

Choose from the following courses:

- INTL 5400 International Political Economy (3 hours)
- INTB 5720 International Trade and Finance (3 hours)
- INTL 5800 Globalization (3 hours)
- INTL 5535 International Disaster Law (3 hours)
- INTL 5540 International Organizations (3 hours)
- INTB 5960 Economic Development (3 hours)
- INTL 5700 Humanitarian Issues in International Politics (with development-themed sub-topic) (3 hours)
- INGO 5700 Grant Writing, Fundraising and Development for International and Nongovernmental Organizations (3 hours)
International and Nongovernmental Organizations

Graduate Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences. It is available at the Geneva and Leiden campuses, but it is not available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
The certificate in international and nongovernmental organizations (INGO) program educates students interested in understanding the nature of world affairs through the activities of domestic, transnational, regional and international organizations around the world. The objective of this program is to develop students into INGO specialists who will have the appropriate skills for working in and with international and nongovernmental organizations. Coursework focuses on developing skills in project management, grant writing, fundraising, negotiations and other key areas essential to the work in this field. Where available, this certificate may be earned while completing the MA in international relations or as a stand-alone graduate certificate.

Learning Outcomes
Upon completing this certificate program, students will be able to:

- Identify the theories, history and major actors that govern the modern operations of international and nongovernmental organizations.
- Critically analyze and evaluate the roles and activities of IOs and INGOs in international affairs.
- Evaluate the consequences of the political and moral choices of IOs and INGOs.

Prerequisite
INTL 5000 Introduction to International Relations or at least two upper-level undergraduate courses in international relations.

Requirements
The 12 credit hours required for the graduate certificate in international and nongovernmental organizations must include the following required course (3 hours) and three electives (9 hours):

- INGO 5700 Grant Writing, Fundraising and Development for International and Nongovernmental Organizations (3 hours)
- INGO 5900 Project Management for International and Nongovernmental Organizations (3 hours)
- INGO 6500 Internship in INGO (3 hours)
- INGO 5580 Politics of Development (3 hours)
- INGO 5600 Principles of Negotiation (3 hours)
- INGO 5700 Grant Writing, Fundraising and Development for International and Nongovernmental Organizations (3 hours)
- INGO 5900 Project Management for International and Nongovernmental Organizations (3 hours)
- INGO 6500 Internship in INGO (3 hours)
- INGO 5580 Politics of Development (3 hours)

International and Regional Security

Graduate Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences. It is available online and at the Athens and Geneva campuses, but it is not available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
This certificate program examines core topics in international and regional security. Students will be introduced to scholarly work on the sources of conflict, violence and security issues in the international arena, as well as literature on the resolution and mitigation of such conflicts. Students will apply theories and concepts of both interstate and intrastate conflict to important contemporary cases, and analyze the effectiveness of potential policy responses. This certificate program will prepare students for further graduate study in the fields of international relations, national security and international security, as well as related careers in the public and private sector. Where available, this certificate may be earned while completing the MA in international relations, MA in national security studies or as a stand-alone graduate certificate.

Learning Outcomes
Upon completing this certificate program, students will be able to:

- Identify and analyze the sources of international and regional political conflict.
Graduate Certificates

- Identify, design and apply potential policy solutions designed to resolve or mitigate real-world conflicts.
- Apply major theories of international security to analyze real-world regional and international conflicts.

Requirements

The 12 credit hours required for the graduate certificate in international and regional security must include the following required course (3 hours) and three electives (9 hours):

- INTL 5590 International Security (3 hours)

Electives (9 credit hours)

Choose from the following courses:

- INTL 5550 War and Diplomacy (3 hours)
- INTL 5560 US Foreign Policy (3 hours)
- INTL 5570 Comparative Foreign Policy (3 hours)
- INTL 5535 International Disaster Law (3 hours)
- INTL 5585 Food and Water Security (3 hours)
- INTL 5595 Energy Security (3 hours)
- INTL 5600 Area Studies* (3 hours)
- INTL 5625 Middle East Area Studies* (3 hours)
- INTL 5635 Western European Area Studies* (3 hours)
- INTL 5645 Asian Area Studies* (3 hours)
- INTL 5655 African Area Studies* (3 hours)
- INTL 5665 South and Central Asia Area Studies* (3 hours)
- INTL 5675 Central and Eastern European Area Studies* (3 hours)
- INTL 5685 Latin American Area Studies* (3 hours)
- INTL 5860 Issues in International Politics (with security focus) (3 hours)
- INTL 5890 Terrorism in World Politics (3 hours)

*No more than two area studies classes can count toward the certificate.

Admission

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

Send all admissions materials to:

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

Latino Communication Leadership

Graduate Certificate

18 Credit Hours

This program is offered by the School of Communications. It is only available at the metropolitan campuses in Irvine and Orlando, along with hybrid course offerings at the St. Louis home campus. To qualify for this certificate program, students must be enrolled for in-person classroom offerings or hybrid courses at one of those three locations.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate in Latino communication leadership introduces students to the fundamental courses that are part of the master of arts (MA) in communications management. All course work completed as part of the Latino communication leadership certificate may be applied toward that degree. This certificate program will provide students with the fundamentals necessary to advance into management positions in various types of media organizations, with a special eye to providing students with experience and expertise on communication needs of the Latino community. Students seeking to advance into managerial positions in communication firms, especially organizations working in Latino communities, would benefit from this curricular program.

Learning Outcomes

Successful graduates of this certificate program will be able to:

- Manage projects within a communications framework.
- Communicate more effectively with upper-level management.
- Work effectively in a business environment.
- Present solutions to communications problems.
- Work with and manage creative and technical experts.
- Adapt and integrate new skills as technologies change.

Requirements

Students must complete 18 credit hours of course work, including all of the following courses:

- MEDC 5000 Media Communications (3 hours)
- MEDC 5300 Strategic Communications (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5550 Topics in Media Communications (3 hours)
- INTB 5000 International Business (3 hours)
- PBRL 5323 Organizational Communications (3 hours)

Admission

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

Send all admissions materials to:

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

Latino Media

Graduate Certificate

18 Credit Hours

This program is offered by the School of Communications. It is only available at the metropolitan campuses in Irvine and Orlando, along with hybrid course offerings at the St. Louis home campus. To qualify for this certificate program, students must be enrolled for in-person classroom offerings or hybrid courses at one of those three locations.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate in Latino media introduces students to the fundamental courses that are part of the master of arts (MA) in media communications. All course work completed as part
of the certificate in Latino media may be applied toward that degree. This certificate program will provide students with a wide range of course offerings to teach students about Latino media in the United States and the evolution of media in Latin America. This certificate includes courses that move beyond the theoretical that will give students hands-on experience with preparing various communication forms designed to connect with Latino communities, including projects with aspects that touch upon the fields of journalism, public relations, promotions and marketing. Students seeking a stronger understanding of the Latino media scene and who have an interest in working in that sector would benefit from this curricular program.

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.

Requirements

Students must complete 18 credit hours of course work, including all of the following courses:
- MEDC 5000 Media Communications (3 hours)
- MEDC 5360 International Communications (3 hours)
- MEDC 5710 Writing for Latino Media Outlets (3 hours)
- MEDC 5715 Analyzing the Latino Media Market (3 hours)
- MEDC 5720 Latin American Issues & Media Production (3 hours)
- MEDC 5725 Media & Communication in Latin America (3 hours)

Admission

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Leadership in Tiered Systems of Support: RTI and PBIS

Advanced Graduate Certificate
20 Credit Hours

This program is targeted to educators and other qualified professionals who are interested in pursuing careers as statewide, regional or district-wide tiered systems (RTI and 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 grading system in the advanced graduate certificate program is the same as that described in the Grades section of this catalog. Students may receive the advanced graduate certificate by completing a minimum of 20 credit hours from the SPED courses listed below. Students may apply 12 credits from the Webster University master of arts in special education emphasis in PBIS program (or other Webster University MA degree programs with an emphasis in PBIS) toward this advanced graduate certificate in leadership in tiered systems of support: RTI and PBIS, not including SPED 6000.

Requirements

Students may receive the graduate certificate by completing a minimum of 20 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 Functional Behavior Assessment and Intervention (3 hours)
- SPED 5413 Assessment of Learning and Learning Problems (3 hours)
- SPED 5704 PBIS/Systems Leadership: Staff Development & Coaching (2-3 hours)
- SPED 6000 Applied Field Research (3 hours)

Admission

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

Admission Requirements

- Students seeking this advanced graduate certificate must have earned a recognized master's degree with a graduate cumulative GPA of 3.0.

Send all admissions materials to:
Webster University
Office of Admission
470 East Lockwood Ave.
St. Louis, MO 63119

Mobile Technology in Education

Graduate Certificate
20 Credit Hours

This program is offered by the School of Education and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.
Program Description
The mobile technology in education certificate seeks to enable educators to facilitate learning with mobile devices both in and out of the classroom.

The goals of the program are to facilitate our students’ ability to:

- Make sound decisions in choosing appropriate applications (apps).
- Use apps in the classroom to offer personalized, student-centered learning.
- Design apps in a process-based approach to information architecture and app programming.
- Develop skills in process management, information architecture and problem-solving.
- Choose and use cloud-based apps in the classroom.
- Understand the roles of consumer and producer in applications.

Requirements
Two tracks are available:

The Teacher Track is designed for instructors in K-12 education, higher education and adult training using mobile devices in a 1-to-1 classroom, BYOD and lab setting.

The Technology Coordinator Track is designed for instructional technology leaders, network administrators, IT managers and support personnel in K-12 education, higher education and adult training managing mobile devices in a 1-to-1 classroom, BYOD and lab settings. An integral part of this track is the study of various programming languages.

Both tracks require the following courses:

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5900 Technology, Ethics and Society (3 hours)
- EDTC 5770 Using Mobile Apps for Learning (3 hours)
- EDTC 5775 Developing Mobile Apps for Learning (3 hours)

The Teacher Track requires these additional courses:

- EDTC 5465 Instructional Design (2 hours)
- EDTC 5032 Intro to Assessment Using Technology (2 hours)
- EDTC 5550 Web Authoring and Design I (2 hours)
- EDTC 5555 Web Authoring and Design II (2 hours)

The Technology Coordinator requires these additional courses:

- EDTC 5250 Coding for Learners (2 hours)
- EDTC 5255 Physical and Virtual World Coding (2 hours)
- EDTC 5720 Computer Networks (2 hours)
- EDTC 5730 Technical Environment Management (2 hours)

If desired, the certificate may be used as part of a master’s degree program.

NOTE: Courses cannot be applied to more than one certificate. Students who are pursuing multiple certificates will need to substitute courses as follows:

- If EDTC 5460 was used for a different certificate, then another course selected and approved by the advisor will be substituted.
- If EDTC 5465 was used for a different certificate, then the required course is EDTC 5745 Instructional Technology Planning and Management.
- If EDTC 5250 and EDTC 5255 were used for a different certificate, then the required courses are EDTC 5550 Web Page Authoring and Design 1 and EDTC 5555 Web Page Authoring and Design 2.

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

- Official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Essay.

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the coordinator of Educational Technology.

Nonprofit Management

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate in nonprofit management delivers a series of business-focused nonprofit management courses for graduate students with business or non-business majors. Courses will promote a holistic view of the management thinking process that makes up the foundations of nonprofit management. Students will develop real-world nonprofit management skills, focused on both the mission and becoming a self-sustaining nonprofit organization. Students completing the program will be awarded a certificate in nonprofit management from the 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 the individual nonprofit organization of their choice.

Requirements

Students must take the following courses:

- NPLR 5000 Nonprofit Organizations (3 hours)
- NPLR 5010 Governance and Executive Leadership in Nonprofits (3 hours)
- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3 hours)
- BUSN 5210 Financial Management and Budgeting in Nonprofits (3 hours)
- NPLR 5210 Social Enterprise and Social Entrepreneurship (3 hours)
- NPLR 5910 Planning, Implementation, and Evaluation in Nonprofits (3 hours)

Admission

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

Graduate Certificate
12 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology and is only available at the Athens campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
Professionals with managerial skills and competencies in business are increasingly valued by the global oil and gas industry in the 21st century. The oil and gas certificate will offer a unique and advanced level introduction to the managerial operation of the petroleum industry, along with a review of emerging energy issues. The courses proposed will address major components of the upstream and downstream oil and gas operations, including business law, economics, operations, project management, the supply chain, management and leadership within the oil and gas sector.

Learning Outcomes
- Demonstrate foundation knowledge in the core areas of the oil and gas sector including business law, economics, operations, supply chain management, project management and management.
- Explain the key elements of oil and gas exploration, production and transportation.
- Analyze the economic aspects of international markets in oil and gas.
- Integrate the skills needed to direct operations, effectively communicate and negotiate within the oil and gas sector.

Requirements
- BUSN 6110 Operations and Project Management (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- BUSN 5135 Business Law & Economics in the Oil & Gas Sector (3 hours)
- BUSN 5360 Operations & the Supply Chain in the Oil & Gas Sector (3 hours)

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Online Teaching and Learning

Graduate Certificate
20 Credit Hours

This program is offered by the School of Education and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

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.

Requirements
Required Courses (17 credit hours)
- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5840 Designing an Online Curriculum (3 hours)
- EDTC 5820 Designing an Online Course-Part I (2 hours)
- EDTC 5825 Designing an Online Course-Part II (2 hours)
- EDTC 5830 Videoconferencing: Collaboration and Learning (3 hours)
- EDTC 5633 Adult Learning and Technology (2 hours)

Electives (3 credit hours - choose one)
- EDTC 5334 Constructivism and Technology (3 hours)
- EDTC 5338 Evaluating Emerging Technologies (3 hours)
- EDTC 5340 Modeling Data to Enhance Instruction (3 hours)
- EDTC 5637 Systemic Change Theory & Technology (3 hours)
- EDTC 5900 Technology, Ethics, and Society (3 hours)

NOTE: Courses cannot be applied to more than one certificate. Students who are pursuing multiple certificates will need to substitute courses as follows:
- If EDTC 5460 was used for a different certificate, then another course selected and approved by the advisor will be substituted.
- If EDTC 5465 was used for a different certificate, then the required course is EDTC 5745 Instructional Technology Planning and Management.

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

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
Organizational Development and Change

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is available online, at the St. Louis home campus and at select U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
To provide graduates with the organizational development theories, competencies, evaluation methods and development opportunities to effectively lead change at the foundational level.

Learning Outcomes
- Students will possess a comprehensive understanding of the field of organizational development and change and be able to apply the principles and methods or organizational situations.
- Students will demonstrate evidence of competency development in personal mastery, consulting skills and data-based change management.
- Students will create a personal and professional development plan to guide ongoing achievement in the field of organizational development and change.

Requirements
The curriculum requires 12 credit hours of specialized courses in organizational development and change. Specifically, the 18 credit hours required for the graduate certificate must include the following courses:

- ORDV 5000 Practicing Organizational Development (3 hours)
- ORDV 5100 Change Leader Self-Mastery (3 hours)
- ORDV 5200 Organizational Development Consulting Practices (3 hours)
- ORDV 5300 Data-Driven Approaches to Organizational Development (3 hours)

The remaining 6 credit hours of courses may be taken from one of three tracks to complete the graduate certificate in organizational development and change:

Track One: Building Network Connectedness
- ORDV 5450 Managing Communication During Change (3 hours)
- ORDV 5600 Leveraging Diversity and Inclusion (3 hours)

Track Two: Design and Facilitation Competencies
- ORDV 5400 Designing, Building, and Leading Effective Teams (3 hours)
- ORDV 5700 Designing and Facilitating Organizational Development Interventions (3 hours)

Track Three: The Cutting Edge of Organizational Development
Choose two of the following three courses:

- ORDV 5800 Achieving Breakthrough Results (3 hours)
- ORDV 5900 Organizational Development in Emerging Situations (3 hours)
- ORDV 5950 Organizational Development in a Global Context (3 hours)

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Paralegal Studies

Graduate Certificate
24 Credit Hours

This program is offered by the College of Arts & Sciences. It is available online, at the St. Louis home campus and at the Gateway campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

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.

Students may pursue the certificate by itself or integrate their certificate studies with their MA degree 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.

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

- LEGL 5000 Introduction to Legal Studies (3 hours)
- LEGL 5260 Methods of Legal Research and Writing I (3 hours)
- LEGL 5270 Methods of Legal Research and Writing II (3 hours)
- LEGL 5300 Ethics for the Legal Professional (3 hours)
- LEGL 5470 Civil Actions (3 hours)
LEGL 5490 Advanced Topics in Law (6 hours)
LEGL 5800 Computerized Legal Research (3 hours)

Areas of law offered in topics courses include:

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

Admission

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

Psychoeducational Needs of Immigrant and Refugee Youth

Graduate Certificate
12 Credit Hours

This program is offered by the School of Education and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

This 12-hour professional development certificate is designed for graduate students who are teachers of English language learners, school psychologists, school social workers, school counselors or other educators and mental health professionals who work with immigrant and refugee populations. The certificate is available in a face-to-face format, with a few courses offered in an online format, in order to provide greater learning opportunities, especially for graduate students from outside the United States. Qualified graduate students may be able to apply this 12-hour graduate certificate to the 24-hour sequential MA in applied educational psychology or the 36-hour MA in applied educational psychology or another graduate degree.

Requirements

Select any four of these six courses:

- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
- EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3 hours)
- EPSY 5490 Seminars in Immigrant and Refugee Experiences (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5380 Multicultural Counseling (3 hours)

Admission

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the Graduate Department of Education.
Remote Sensing Analysis and Geospatial Information Systems (GIS)

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology. It is available at the Colorado Springs Metropolitan and the Peterson Air Force Base campuses.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
This certificate is designed to prepare individuals for positions in public and private sectors of the Remote Sensing and Geospatial Information Systems (GIS) profession. Students receive a comprehensive overview of satellite delivered remote sensing capabilities and an appreciation for broad applications in government and commercial sectors. The curriculum employs hands-on techniques for demonstrating the use and application of subject matter and includes current best-practices as well as evolving techniques. Decision-makers and analysts in federal, state and local government as well as private industry will gain necessary skills and experience to enable them to leverage imagery and GIS products in delivering real organizational value.

Requirements
Students seeking the certificate in remote sensing analysis and geospatial information systems (GIS) should hold a baccalaureate degree from an institution accredited by one of the regional accrediting agencies. Students entering this program should have a basic set of computer application skills and possess good mathematical skills.

The 18 credit hours required for the certificate in remote sensing analysis and geospatial information systems (GIS) includes the following courses:

- SPSM 5300 Remote Sensing Analysis Concepts and Geospatial Information System Technology (3 hours)
- SPSM 5310 Remote Sensing and Geospatial Information System Applications (3 hours)
- SPSM 5320 Remote Sensing and Geospatial Imagery Analysis (3 hours)
- SPSM 5330 Geospatial Information System (GIS) Technologies (3 hours)
- SPSM 5340 GPS-Position Determination and Coordinate Applications (3 hours)
- SPSM 5360 Practical Research in Remote Sensing Analysis and Geospatial Information Systems (3 hours)

Admission

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

Send all admissions materials to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Robotics for STEM Educators

Graduate Certificate
19 Credit Hours

This program is offered by the School of Education. It is available online and at the WingHaven campus. Some select courses may be offered face-to-face at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
The graduate certificate program in robotics for STEM educators enables professional educators (in K-12 schools, universities, training departments and other workplaces) to understand the principles and concepts of educational robotics and apply their knowledge to instruction and curriculum. It prepares professional educators to develop knowledge, skills and attitudes for the design, construction, analysis, application and operation of robots. The program is designed to support interdisciplinary learning outcomes and goals from STEM (science, technology, engineering and mathematics) disciplines. The STEM certificate is designed for a particular niche within the STEM umbrella.

Program Standards
The candidate will be able to:

- Stay current with research that supports improved student learning outcomes, including findings from the learning sciences. (ISTE Standards for Educators, Empowered Professional 1.c)
- Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital sources and tools for learning. (ISTE Standards for Educators, Empowered Professional 2.c)
- Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. (ISTE Standards for Educators, Empowered Professional 4.b)
- Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. (ISTE Standards for Educators, Empowered Professional 5.b)

Requirements

- EDTC 5460 Curriculum Design Technology Apps (3 hours)
- EDTC 5334 Constructivism and Technology (3 hours)
- EDTC 5465 Instructional Design (2 hours)
- EDTC 5250 Coding for Learners (2 hours)
- EDTC 5705 STEM Pedagogy and Instruction (3 hours)
- EDTC 5701 Operations & Methods of Teaching Robotics: Sensors (3 hours)
- EDTC 5702 Operations & Methods of Teaching Robotics: Robotic Arms (3 hours)
- EDTC 5703 Operations & Methods of Teaching Robotics: Drones and UAVs (3 hours)

NOTE: Courses cannot be applied to more than one certificate. Students who are pursuing multiple certificates will need to substitute courses as follows:

- If EDTC 5460 was used for a different certificate, then another course selected and approved by the advisor will be substituted.
• If EDTC 5465 was used for a different certificate, then the required course is EDTC 5745 Instructional Technology Planning and Management.
• If EDTC 5250 was used for a different certificate, then the required course is EDTC 5255 Physical and Virtual World Coding.

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

Admission Requirements
• Receipt of official transcripts from the baccalaureate granting institution.
• Undergraduate cumulative GPA of 2.5 or higher.
• Essay.

Send all admissions materials to:
Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Completed application files will be reviewed by the coordinator of Educational Technology.

Science Management and Leadership

Graduate Certificate
12 Credit Hours
This program is offered by the College of Arts & Sciences and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
The certificate program in science management and leadership is designed for professional scientists and engineers who are advancing in their career in management and leadership roles. The program aims to provide these professionals with competencies in project management, leadership, regulatory affairs, intellectual property and marketing.

Students may pursue the certificate by itself or integrate their certificate studies with their MS degree program. Students enrolled in the MS in science management and leadership are not eligible to receive the science management and leadership certificate.

Requirements
The 12 credit hours required for the graduate certificate in science management and leadership include the following courses:
• SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3 hours)
• SCML 5800 Project Management (3 hours)
• SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3 hours)
• PATA 5120 Foundations in Intellectual Property Law (3 hours)

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

Send all admissions materials to:
Webster University
Office of Admission
470 East Lockwood Ave.
St. Louis, MO 63119

Severe Developmental Disabilities and Autism

Advanced Graduate Certificate
18 Credit Hours
This program is offered by the School of Education and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
The advanced graduate certificate in severe developmental disabilities and autism offers a concentrated program of study in the assessment and instruction of children and youth with severe developmental disabilities and autism. 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.

Requirements
• SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities and Autism (3 hours)
• SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3 hours)
• SPED 5313 Augmentative and Alternative Communication for Students with SDD and Autism (3 hours)
• SPED 5090 Special Education Practicum: Severe Developmental Disabilities (3 hours)
• SPED 5290 Co-Teaching and Collaborative Practices for the 21st Century Classroom (3 hours)
• EDUC 5080 Planning for the Inclusive Classroom (3 hours)

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

Admission Requirements
• Students seeking this advanced graduate certificate must have earned a recognized master’s degree with a graduate cumulative GPA of 3.0.

Send all admissions materials to:
Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119
Graduate Certificate
18 Credit Hours

This program is offered by the School of Education. It is available online, at the St. Louis home campus and at the Kansas City Metropolitan campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
The university certificate program in sustainability and social equity studies aims to provide professionals with the knowledge and skills for cultivating the mindset of sustainability and social equity for workplaces and learning environments. To attain the certificate, students must complete 18 hours of coursework with a GPA of 3.0 or better and a B- or better in all courses. Elective choices for coursework in the program must be approved by the advisor and include the requirements below. All certificate courses must be completed at Webster University.

Learning Outcomes
- GOAL 1: Promote, inspire and cultivate creative and innovative thinking for learning, service and leadership.
- GOAL 2: Practice instructional methods and technologies for transformative learning, interdisciplinary problem-solving and planet-sustainable solutions to local and global issues.
- GOAL 3: Develop competencies as design team leaders and learning facilitators.
- GOAL 3: Engage in lifelong learning for continuous improvement in professional practice and collaborative leadership.

Requirements
- EDIN 5001 Foundations of Global Citizenship (3 hours)
- EDIN 5622 Restorative Justice: Learning Communities (3 hours)
- EFGS 5000 Foundations of Global Sustainability (3 hours)
- EFGS 5740 Economics: Choices & Challenges (3 hours)
- Elective (to be approved by the advisor) (3 hours)
- Elective (to be approved by the advisor) (3 hours)
- EFGS 5900 Reflections and Next Steps (0 hours)

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

Admission Requirements
- Receipt of official transcripts from a baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5.

Send all admissions materials to:
Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119

Graduate Certificate
21 Credit Hours

This program is offered by the School of Education. It is available online, at the St. Louis home campus and at select international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description
All students pursuing the Webster certificate in teaching English as a foreign language (TEFL) will be considered degree-seeking students and will have the option to pursue the MA in teaching English as a second language (TESL) with an emphasis in ESL/EFL education within 5 years from the start of their TESL coursework.

See also:
- Teaching English as a Second Language (MA)

Requirements
- TESL 5230 Second Language Acquisition (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)
- TESL 5350 Language and Culture (3 hours)
- TESL 5710 Grammar for ESL/EFL Teachers or TESL 5720 Teaching English Pronunciation (3 hours)
- TESL 5040 Practicum in ESOL (taken at the end of the program) (3 hours)

Electives (3 credit hours):
- TESL 5311 Principles and Practices of Language Testing (3 hours)
- TESL 5030 Language History, Planning, and Policy (3 hours)
- TESL 5710 Grammar for ESL/EFL Teachers (3 hours)
- TESL 5720 Teaching English Pronunciation (3 hours)
- COMM 5340 Language Arts Seminars: Teaching Language and Language Issues (3 hours)
- COMM 5344 Introduction to Linguistics (3 hours)
- COMM 5199 Teaching Writing (3 hours)

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

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

Send all admissions materials to:
Office of Admission
Webster University
470 East Lockwood Ave.
**Tiered Instruction and Interventions: RTI and PBIS**

**Graduate Certificate**
**12 Credit Hours**

This program is offered by the School of Education and is only available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

**Program Description**

This 12-hour graduate certificate program is targeted to educators and other qualified professionals who are interested in developing and participating in school-wide Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). The graduate certificate in tiered instruction and interventions: RTI and PBIS is designed to provide educators with the knowledge and expertise to design, implement and evaluate individual, small group and systemic strategies that improve academic and social outcomes for K-12 students. The conceptual framework is based in “tiered systems” approaches to school-wide systems of prevention and improvement. This program is targeted to educators who are interested in pursuing careers as behavior specialists and/or school-wide RTI/PBIS team members or consultants.

Coursework from the graduate certificate program may be applied toward the requirements of the master of arts in special education degree program.

**Requirements**

- SPED 5700 School-Based Prevention/Intervention: RTI and PBIS (3 hours)
- SPED 5701 Universal School-Wide PBIS (3 hours)
- SPED 5702 Secondary Prevention: Targeted Group Interventions (3 hours)
- SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

**Admission**

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

**Admission Requirements**

- Applicants must have a baccalaureate degree from an accredited institution of higher education.

Send all admissions materials to:

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

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**Trauma-Informed Education and Intervention**

**Advanced Graduate Certificate**
**18 Credit Hours**

This program is offered by the School of Education and is only available at the St. Louis home campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

**Program Description**

The advanced graduate certificate in trauma-informed education and intervention is designed for practicing teachers, school-based mental health specialists, counselors and other related services professionals who are interested in expanding their expertise in advocating and working with children who require specialized, targeted or one-to-one services. This offers an advanced program of study in the identification, assessment and evaluation, psychoeducational intervention and instruction of children and youth who have experienced trauma as well as severe emotional and behavioral disorders.

**Requirements**

The following coursework is required:

- SPED 5500 Socio-emotional Development: Children with Special Needs (3 hours)
- SPED 5315 Identification and Assessment of Children with Emotional and Behavioral Disorders (3 hours)
- SPED 5285 Understanding and Responding to Trauma in Schools (3 hours)
- SPED 5317 Psychoeducational Interventions, Curriculum, and Strategies for Students with Emotional and Behavioral Disorders (3 hours)
- Choose two (6 credits) of the following:
  - SPED 5220 Topics in Special Education (topic appropriate to emphasis) (1-3 hours)
  - SPED 5250 Behavior Management for Children with Special Needs (3 hours)
  - SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3 hours)
  - SPED 5350 Enhancing Social Competency in Children with Special Needs (3 hours)
  - SPED 5331 Working with Difficult Students (3 hours)
  - COUN 5160 Issues in Counseling: Psychodrama Therapy (1-3 hours)
  - EDIN 5620 Mindfulness (3 hours)
  - EDIN 5622 Restorative Justice: Learning Communities (3 hours)
  - EPSY 5150 Resilience and Self-Concept Development (3 hours)
  - EPSY 5890 Psychology of Stress (3 hours)
  - EPSY 5952 Children, Culture and Violence (3 hours)

**Admission**

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

**Admission Requirements**

- Students seeking this advanced graduate certificate must have earned a recognized master's degree with a graduate cumulative GPA of 3.0.
Send all admissions materials to:
Office of Admission
Webster University
470 East Lockwood Ave.
St. Louis, MO 63119
ACCT - Accounting

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. Prerequisites: ACCT 5000 and ACCT 5010.

ACCT 5150 Introduction to Cyber Forensics (3)
Traditional forensic professionals use finger prints, 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 e-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.

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. Prerequisites: 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. Prerequisites: ACCT 5000 and ACCT 5010.

ACCT 5310 Accounting in an ERP Environment (3)
Students will examine the financial and managerial accounting aspects of ERP systems in business organizations. Through the use of hands-on projects using an ERP system, students will explore the impact that the various business processes have on the organization’s financial and managerial accounting. Students will also be expected to report on and explain their conclusions with respect to ERP system case studies. Prerequisite: BUSN 6070.

ACCT 5350 Analytics for Forensic Accountants (3)
In this course students will study various techniques and processes that will assist forensic accountants in analyzing electronic data for the purpose of detecting and investigating fraud. Students will be introduced to the use of Excel, Access and various software packages as electronic detection and investigative tools. Students will also be expected to create and deliver a presentation based on their findings resulting from the use of such tools. Prerequisite: ACCT 5150.

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.

ACCT 5500 Case Studies in Forensic Accounting (3)
Using the case study approach, students will examine a variety of cases of corporate fraud involving asset misappropriation, corruption and fraudulent financial statements. Students will also be required to prepare several cases involving corporate fraud and present them to the class. Students will be encouraged to be inquisitive and think creatively as they examine instances of fraudulent behavior. Prerequisite: ACCT 5350.

ACCT 5800 Forensic Accounting Practicum (3)
Students will utilize the skills and the investigative techniques learned and developed throughout the classes of the forensic accounting program to collect, analyze and evaluate evidence of financial fraud in a complex case study involving fraud investigation, litigation support, cyber forensics, valuation and economic damage valuation. An important element of the course is the integration and use of tools for collecting, examining and evaluating data in an effort to establish intent, culpability, motive, means, methods and loss resulting from fraud utilizing a variety of forensic accounting investigative activities encountered during a real time forensic accounting investigation. The student will also make recommendations in order to prevent and detect any future financial fraud and financial crimes. Prerequisite: ACCT 5500.

ACCT 5900 Forensic Accounting Capstone (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, student will prepare a case and participate in a deposition and provide testimony in a mock court. Prerequisite: ACCT 5500.

ADVT - Advertising
**ADVT 5100 Strategic Principles of Advertising and Marketing Communication (3)**

Students learn the fundamental advertising and marketing communications terms, concepts, theories, and tools (traditional and nontraditional) used to assess an organization’s marketing communications situation, and derive an effective strategic plan to accomplish a client’s marketing communications objectives. Topics include establishing objectives, competitive analysis, target market profile, consumer decision-making process, brand positioning, opportunity recognition and marketing communications plans.

**ADVT 5301 Marketing Communications: Sales Promotion (3)**

This course explores the full range of trade and consumer sales promotion activities and studies the application of these techniques in today's marketplace. Emphasis is placed on the comprehensive understanding of hands-on applications and the creation of a sales promotion mix for a specific product situation. **Prerequisite:** ADVT 5100.

**ADVT 5302 Marketing Communications: Product Publicity (3)**

This course examines the creation and execution of communication plans designed to gain favorable product publicity leading to sales. Creative, planning, and execution techniques are studied, as well as the use of appropriate communication tools such as special events, sponsorships, endorsements, online services, direct mail, telemarketing and news releases. **Prerequisite:** ADVT 5100.

**ADVT 5303 Marketing Communications: Merchandising and Point-of-Purchase (3)**

This course examines the function of retail merchandising activities in relation to the marketing mix. Emphasis is placed on identifying the various forms and functions of retail merchandising. Students will analyze the relative effectiveness of merchandising activities in relation to the product or service the activity supports. **Prerequisite:** ADVT 5100.

**ADVT 5304 Marketing Communications: Direct and Internet (3)**

Students are introduced to the theories and techniques employed in direct-response marketing communications, including development, execution, and analysis of a direct campaign and exposure to related traditional media such as print, broadcast, catalog, and telemarketing. The course also explores the role of new media, such as the Internet, in interactive marketing communications. **Prerequisite:** ADVT 5100.

**ADVT 5305 Marketing Communications: Business-to-Business (3)**

This course examines marketing communications theories and practices for business-to-business products and services in contrast to consumer products and services, particularly packaged goods. Topics include market analysis, target identification, planning and budgeting for communications with customers, suppliers and intermediaries. **Prerequisite:** ADVT 5100.

**ADVT 5321 Advertising Decision-Making (3)**

This course examines case studies that cover decision making in all aspects of advertising management: target and audience identification, strategic planning, objective setting, creative strategy, media planning, budgeting, research and agency/client relationships. **Prerequisite:** ADVT 5100.

**ADVT 5341 Writing for Advertising (3)**

This course examines alternative creative strategies used to solve specific advertising problems, develops strategies for particular situations, and brainstorms creative concepts. The student adapts writing styles to specific advertising situations, product categories and media. **Prerequisites:** MEDC 5000 and ADVT 5321.

**ADVT 5410 Fundamentals of Branding (3)**

The course introduces students to the components of building and maintaining successful brands. The course emphasizes fundamental concepts including brand identity, positioning strategies, value propositions, brand essence, brand personality and brand relation structure. Students will construct and maintain a clear brand narrative and learn to manage the evolution of a brand over time. The course will include nontraditional media and how to craft brand strategy using these new communications channels. **Prerequisite:** MEDC 5000.

**ADVT 5420 Account Planning and Consumer Insight (3)**

The course introduces students to the theory and practice of account planning for advertising and integrates the analysis of consumer insights into the planning process for the development of breakthrough advertising. Students will study the foundational literature of account planning and will engage in a hands-on planning process. **Prerequisite:** MEDC 5300 or ADVT 5321.

**ADVT 5440 Media Buying and Market Analysis (3)**

This course focuses on the use of qualitative and quantitative research methods used to determine which media are best suited for purchase in an advertising campaign. Market research is combined with print and electronic media analysis using mathematical models and syndicated resources. Topics include ratings for electronic media, circulation of print media, and techniques for evaluating inter-media plans as part of marketing and advertising strategies. **Prerequisite:** ADVT 5321.

**ADVT 5501 Creative Planning and Strategy (3)**

This course emphasizes the importance of critical thinking in the planning and development of message strategy for advertising and other marketing communications tools. Class discussions explore the decision making process and development of criteria for evaluation of alternative message strategies. Emphasis is also placed on the relationship between strategy and tactics. Students must be prepared to present and defend their positions. **Prerequisites:** MEDC 5000 and ADVT 5321.

**ADVT 5502 Multinational Advertising (3)**

This course focuses on the major components in the process of developing multinational advertising programs/campaigns, including client-agent structure, audience identification and segmentation, objective setting, media strategy, creative strategy, research and budgeting. Each of these steps must be considered within the context of different cultural, political, and legal environments. **Prerequisite:** ADVT 5321.

**ADVT 5550 Topics in Advertising/Marketing Communications (3-6)**

This course offers a variety of topics to address emerging theories, practices, and applications in the field of advertising and marketing communications. Topics are timely and of interest to professionals currently working in or pursuing advertising and marketing communications-related careers. This course may be repeated once for credit if content differs and is appropriate for the student's course of study. **Prerequisites:** May vary with topic.
**AMLD - Arts Management and Leadership**

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

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

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

**AMLD 5040 Leadership Issues and Board Strategies (3)**
This course examines problem-solving and decision-making processes as they relate to individual organizations and boards of directors. Topics covered are board/staff relationships, by-laws, board responsibilities and orientation, governance, fund-raising, role in strategic planning, and how to plan and conduct meetings. **Prerequisite:** Acceptance into the arts management and leadership program.

**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 audited financial statements, entrepreneurial opportunities, fund-raising issues, budgeting, e-commerce and Web site development, conflict of interest, as well as ethical policies as they concern financial issues. **Prerequisite:** Acceptance into the arts management and leadership program.

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

**AMLD 5200 Seminar in Arts Leadership (1-3)**
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.

**ARHS - Art History**

**ARHS 5010 Greek and Roman Art (3)**
The art and architecture of ancient Greece and the Roman Empire. The course includes a significant research project and an oral presentation. Offered periodically. **Prerequisite:** Admission to the graduate program in art.

**ARHS 5110 Early Renaissance Art (3)**
Follows the development of Renaissance art in Italy, from the late Medieval period through the fifteenth century. Topics include the rise of humanism, theories of vision, the introduction of printmaking, and the growth of artistic status and identity. The course includes a significant research project and an oral presentation. Offered alternating years. **Prerequisite:** Admission to the graduate program in art.

**ARHS 5120 High and Late Renaissance Art (3)**
Explores the arts of Italy, from the High Renaissance of Leonardo, Michelangelo, and Raphael, to the Mannerism of the mid sixteenth century. Topics include the artist as intellectual, theory in art, and the rise of art history. The course includes a significant research project and an oral presentation. Offered alternating years. **Prerequisite:** Admission to the graduate program in art.
ARHS 5130 Northern Renaissance Art (3)
Explores the art of the Lowlands, France, and the German States from 1350-1550. Artists such as Van Eyck, Durer, Bosch, and Bruegel will be seen in the context of religious turmoil and discovery that brought Europe from the Middle Ages to the early modern world. The course includes a significant research project and an oral presentation. Offered alternating years. Prerequisite: Admission to the graduate program in art.

ARHS 5150 Baroque 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.

ARHS 5210 Nineteenth-Century Art (3)
Tracing intellectual and cultural currents from the Enlightenment to the fin de siècle, this course will encompass, Romanticism, Symbolism, and early Modernism in art. While the European viewpoint is dominant, we will also look at the contributions of American landscape painters in the nineteenth century. The course includes a significant research project and an oral presentation. Offered alternating years. Prerequisite: Admission to the graduate program in art.

ARHS 5250 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.

ARHS 5270 Contemporary Art (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.

ARHS 5500 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.

ARHS 5700 Historiography and Methodology (3)
Covers the history and methods of art history. Prerequisite: Admission to the graduate program in art.

ARHS 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.

ARHS 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. May be repeated for credit if content differs. Prerequisite: Admission to the graduate program in art.

ARHS 6150 Directed Study in Art History (3)
Students, in consultation with their advisor, will choose a topic in art history or criticism to pursue for the semester through directed research and writing. Prerequisites: Admission to the graduate program in art, permission of the instructor and filing of official form.

ARHS 6250 Thesis (3-6)
Repeatable for credit, up to 6 hours. Prerequisite: Completion of other art program requirements.

ART - 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. May be repeated for credit. Prerequisite: Admission to the graduate program in art.

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. May be repeated for credit. 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. May be repeated for credit. Prerequisite: Admission to the graduate program in art.

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. May be repeated for credit. Prerequisite: Admission to the graduate program in art.

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

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

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

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

**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. May be repeated for credit. **Prerequisite:** Admission to the graduate program in art.

**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. May be repeated for credit. **Prerequisite:** Admission to the graduate program in art.

**ART 5830 Alternative Media (3)**

This course provides advanced study of the history, concepts, and processes involved in alternative approaches to art making. May be repeated for credit. **Prerequisite:** Admission to the graduate program in art.

**ART 5950 Advanced Study in Art (3)**

This course provides for individual projects for developing professional skills in art or art history. May be repeated for credit. **Prerequisite:** Admission to the graduate program in art and ART 5000.

**ART 6250 Thesis (6)**

**Prerequisite:** Completion of other art program requirements.

**ART 6500 Graduate Internship in Art (3)**

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**AUDI - Audio Production**

**AUDI 5220 Podcast Production and Promotion (3)**

Students learn to operate audio equipment, gain critical listening skills and learn the audio requirements of new media. The course will stress online and social media applications for media and how students can acquire the fundamentals for working with audio for use in the modern digitized workplace. Students will learn the basics of telling stories with strong audio components and will learn how to create them with advanced audio software. The course combines theory and practice. **Prerequisite:** NPRO 5000.

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**BIOL - Biology**

**BIOL 6500 Immunology (2)**

Covers the structure and function of leukocytes and the classification of antibodies. The principles of immunosuppression and the mechanism of the immune response will be studied for the perianesthetic period. **Prerequisite:** Enrollment in the nurse anesthesia program.

**BIOL 7200 Advanced Anatomy and Physiology I (4)**

Provides the student an opportunity to build upon basic knowledge of the anatomy and physiology of cells, tissues and blood and the following systems: musculoskeletal, neuroendocrine and respiratory systems and their applicability to anesthesia and acute care. A review of cell physiology is followed by in-depth analysis of muscular, nervous and circulatory systems. Gross anatomy includes study of head and neck and thorax. The student engages in critical thinking regarding the effects of anesthetics on physiologic functions and their relation to the client's state of health/wellness as it interacts with the culturally diverse population in the twenty-first century.

**BIOL 7500 Immunology (3)**

Examines cellular structure and function in both white blood cells and lymphocytes. This course provides the foundation for understanding modes of cellular communication between immune cells and antigens, allergens and pathogens. Examination of the innate and Adaptive immunity, differences between them, their function and diseases associated with each.

**BIOL 7600 Cell 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 7700 Genetics (1)**

Examines cellular structure and function in both white blood cells and lymphocytes. This course provides the foundation for understanding modes of cellular communication between immune cells and antigens, allergens and pathogens. Examination of the innate and Adaptive immunity, differences between them, their function and diseases associated with each.

**BIOL 7800 Microbiology (3)**

Microbiology focuses on properties of bacteria, viruses and fungi as well as the pathogen-host interactions. This course is an introduction to the molecular genetics of bacteria and viruses. The relation of these organisms to anesthesia and their control will be explored.

**BIOL 8000 Advanced Anatomy and Physiology II (4)**

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. This course is a continuation of gross anatomy study of thorax and abdominal and pelvic regions. **Prerequisite:** BIOL 7200.

**BIOL 8100 Advanced Anatomy and Physiology III (4)**

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; a continuation of gross anatomy study of thorax and abdominal and pelvic regions. **Prerequisite:** BIOL 8000.

**BIOL 8400 Advanced Pathophysicsiology (3)**

Lecture and discussion of pathologic states common to the surgical population, which may affect the delivery of anesthesia, will be offered. 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.
BUSN - Business

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 5100 Introduction to Project Management (3)
This course examines the basic theory and practical tools of project management. The student learns to manage projects and achieve project objectives by organizing, planning, scheduling and controlling the project.

BUSN 5135 Business Law & Economics in the Oil & Gas Sector (3)
The oil and gas industry is dynamic and complex. This course purposefully combines the interrelationship between law and economics in this sector. Various actors including governments, financial markets, the global oil market, the uncertainty of the economic environment, licensing and contracts are some of the important topics considered. Other topics that will also be covered include investment appraisal, taxation, health, safety, the environment and issues related to supply and demand. An international approach will be applied to the study of the markets.

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

BUSN 5210 Financial Management and Budgeting in Nonprofits (3)
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.

BUSN 5220 Global Supply Chain Management (3)
This course is designed to increase understanding of the management of flows of materials/goods and information in a global supply chain network. The topics covered include supplier selection, procurement, production/outsourcing, transportation, warehousing, etc. in the context of global supply chain environment and global logistics strategy. Import/export as well as third party logistics (3PL), documentation, customs procedures, government regulations, and free trade zones (FTZ) are also reviewed.

BUSN 5250 Enterprise Systems (3)
This course helps students understand enterprise systems in today’s organizations. The contents includes the evolution of enterprise systems, the components of an enterprise system and the process of implementing enterprise systems to increase the overall success of the organization. The course also emphasizes the strategic role of the enterprise systems in providing a platform for improved business operations and productivity.

BUSN 5300 Project Procurement Management (3)
This course examines the basic theory and practical tools of the procurement process and contract management when the projects are completed using outside resources and contractors. The course will help students understand the procurement process and manage contracts effectively so that the project can be completed successfully.

BUSN 5360 Operations & the Supply Chain in the Oil & Gas Sector (3)
Two very central aspects and closely interconnected aspects of the oil and gas industry are the operations and supply chain management. Operations focuses on the upstream and downstream activities including exploration, production, transportation, refinery operations and bringing the products to the markets. A key aspect of the topics of the supply chain is that it can be a central source of cost efficiency and thus a competitive advantage for organizations that best manage their supply chains. The supply chain becomes an even more important strategic component when the international scale of many oil and gas ventures are considered.

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 5560 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. Prerequisite: BUSN 5000 or HLTH 5000.

BUSN 5562 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 5620 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 5700 Advances in Project Management (3)
This course examines the advanced theory and tools for implementing projects in organizations and will provide a comprehensive overview of the skills needed and challenges
to be faced in managing them. The primary goals of this course in Project Management are to help students understand important concepts and principles in project selection, scheduling, risk and resource management and develop analytical and interpersonal skills that will be useful to them as project managers. Prerequisites: BUSN 5100 and BUSN 5760.

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/analyzer 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 6160 Integrated Business Processes and ERP (3)
This course provides students a comprehensive understanding of how Enterprise Resource Planning (ERP) Systems foster the integration of the fundamental business processes in today's business organizations. This course also examines the evolution of ERP and the components of a modern ERP system. There is a significant technology component to this class. Students are expected to report on and explain their conclusions with respect to ERP system case studies. Prerequisite: ACCT 5310 or BUSN 6160.

BUSN 6180 Configuration of ERP Systems (3)
Students will examine the configuration of ERP systems in organizations. Through the use of hands-on projects using an ERP system, students will explore the steps necessary to configure various business processes for the purpose of furthering the objectives of the organization. In addition, not only will students in this course become familiar with configuration, but their knowledge of the important business processes of organizations will also be reinforced. Students will also be expected to report on and explain their conclusions with respect to ERP system case studies. Prerequisite: ACCT 5310 or BUSN 6160.

BUSN 6185 Business Intelligence and ERP (3)
The objective of this course is to demonstrate the concepts of Business Intelligence through hands on exercises. Concepts taught are: introduction to big data, online analytical processing (OLAP), multidimensional modeling, the databases’ role in business intelligence (BI), and extract, transform, and load (ETL) technology. There is a significant technology component to this class. Students will interact with a real business enterprise resource planning (ERP) system's operational and data warehouse. Hands-on exercises will be conducted on an ERP system such as SAP ERP R3. Prerequisites: BUSN 6160 and BUSN 5760.

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. There is an additional course fee of
$99. **Prerequisite:** Completion of all other required courses in the
MBA.

**BUSN 6500 Business Internship (1-6)**

This course is designed to enhance the graduate business
curriculum. Along with a faculty internship coordinator, students
play an instrumental role in creating an experience that blends
coursework knowledge with practical knowledge by working with a
host organization under the supervision of a qualified professional.
All work performed for the purpose of satisfying the requirements
of the internship program must in some way relate to the student's
major or emphasis.

**BUSN 9910 Travel Course-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. This course
includes a mandatory short-term travel component. **Prerequisite:**
BUSN 5760.

**BUSN 9950 Travel Course-Issues in Business (3)**

Current and significant issues in business are examined. The
course focuses on existing theories and practices as well as on
new and emerging topics in the field. Course may be repeated for
credit if content differs. This course includes a mandatory short-
term travel component.

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**CHEM - Chemistry**

**CHEM 5500 Biochemistry (3)**

Investigates fundamental metabolic pathways, the biochemistry
of acid-base metabolism, and the principles of ligand to protein
interactions that may be applicable to anesthesia. **Prerequisite:**
Enrollment in the nurse anesthesia program.

**CHEM 7500 Biochemistry (3)**

This course investigates fundamental metabolic pathways, the
biochemistry of acid-base metabolism and the principles of ligand
binding to receptors (specific membrane proteins) that may be
applicable to anesthetic and related agents.

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**CMAT - MAT Certification**

**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. **Co-
requisite:** CMAT 5001.

**CMAT 5001 Introductory Teaching Practicum (1)**

This is a supervised practicum experience for teacher education
students. Students will learn about and engage in professional
practices related to teaching. They engage in observation of
teachers and students in specific classroom settings. Must be
completed with a grade of B or better. **Co-requisite:** CMAT 5000.

**CMAT 5015 Differentiated Instruction and Assessment
(3)**

This course will introduce general educators to strategies that
promote the full social and academic inclusion of children with
disabilities, English Language Learners and children from
culturally and linguistically diverse backgrounds into the general
education classroom. Topics will include the following: inclusive
education philosophy and research, tiered academic interventions
(RTI), collaborative practices, roles and responsibilities, parent
collaboration and communication, curriculum adaptations,
derifferentiated instruction, positive behavior supports and use of
the SIOP model with English Language Learners.

**CMAT 5020 Inquiry Methods for STEM and Social
Studies (3)**

Utilizing an inquiry-based approach to the study of science
and social studies, this course helps teachers acquire the
skills necessary to teach history, politics, geography and
economics; using the tools of science, technology, engineering
and mathematics. Students will develop an understanding of the
integrative approach to social studies teaching and the application
of inquiry-based methodologies. A core principle of the course
is to model problem based and project based approaches to
teaching in the contemporary classroom. Throughout the course
students will explore the dynamic and rich ways in which inquiry
based social studies form the basis of effective reading, writing,
problem solving and citizenship.

**CMAT 5030 Topics in Content Area Studies (1-3)**

Utilizing an experiential and self-guided approach to content area
learning, candidates will engage in learning and development
in their subject area. Candidates will be given an opportunity
to check their content knowledge. Depending on their need for
content area subjects, they will choose this course as needed.

**CMAT 5035 Topics in K-12 Student Development
and Learning (3)**

Candidates will examine a specific topic(s) related to the
emotional and cognitive development of K-12 grade students or
an aspect of classroom management and learning strategies. May
be repeated once for credit. **Prerequisite:** CMAT 5000.

**CMAT 5090 Practicum: Elementary School (3)**

This course embeds fieldwork, field trips and lock-in experiences.

**CMAT 5091 Practicum: Intermediate School (3)**

This is a supervised practicum experience for teacher education
students. Students will learn about and engage in professional
practices related to teaching. They engage in observation of
teachers and students in specific classroom settings. Must be
completed with a grade of B or better. **Co-requisite:** CMAT 5000.

**CMAT 5095 Practicum: High School (3)**

This is a supervised practicum experience for teacher education
students. Students will learn about and engage in professional
practices related to teaching. They engage in observation of
teachers and students in specific classroom settings. Must be
completed with a grade of B or better. **Co-requisite:** CMAT 5000.
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 state-required Content Area 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 is required.

CMAT 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, 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 5094 with B or better, and all required courses must be completed.

CMAT 5100 Practicum: Middle School Language Arts (3)
This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5101 Practicum: Middle School Mathematics (3)
This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5102 Practicum: Middle School Science (3)
This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5103 Practicum: Middle School Social Science (3)
This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5104 Practicum: Secondary English (3)
This practicum is in a secondary school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5105 Practicum: Secondary Mathematics (3)
This practicum is in a secondary school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5106 Practicum: Secondary Social Science (3)
This practicum is in a secondary school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5107 Practicum: Secondary Biology (3)
This practicum is in a secondary school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum.

CMAT 5108 Practicum: Art K-12 (3)
This practicum is in a school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Five of nine assignments in Passport 2 must be completed before the start of practicum.
This seminar will help students in the secondary practicum focus on multiple factors affecting curriculum including planning, classroom organizations and structure, lesson planning, and student evaluation. The course is designed to better prepare each student to meet the MoSPE Standards within the context of the content being addressed. This course is for students seeking secondary certification and must be taken concurrent with practicum.

CMAT 5200 Apprentice Teaching: Middle School Language Arts (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. 
Prerequisites: B or better in CMAT 5100, approved application one semester prior.

CMAT 5201 Apprentice Teaching: Middle School Mathematics (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. 
Prerequisites: B or better in CMAT 5101, approved application one semester prior.

CMAT 5202 Apprentice Teaching: Middle School Science (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. 
Prerequisites: B or better in CMAT 5102, approved application one semester prior.

CMAT 5203 Apprentice Teaching: Middle School Social Science (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. 
Prerequisites: B or better in CMAT 5103, approved application one semester prior.

CMAT 5204 Apprentice Teaching: Secondary English (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. 
Prerequisites: B or better in CMAT 5104, approved application one semester prior.

CMAT 5205 Apprentice Teaching: Secondary Mathematics (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. 
Prerequisites: B or better in CMAT 5105, approved application one semester prior.
CMAT 5206 Apprentice Teaching: Secondary Social Science (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: B or better in CMAT 5106, approved application one semester prior.

CMAT 5207 Apprentice Teaching: Secondary Biology (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: B or better in CMAT 5107, approved application one semester prior.

CMAT 5208 Apprentice Teaching: Art K-12 (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: B or better in CMAT 5108, approved application one semester prior.

CMAT 5209 Apprentice Teaching: French K-12 (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: B or better in CMAT 5109, approved application one semester prior.

CMAT 5210 Apprentice Teaching: German K-12 (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: B or better in CMAT 5111, approved application one semester prior.

CMAT 5211 Apprentice Teaching: Spanish K-12 (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: B or better in CMAT 5106, approved application one semester prior.

CMAT 5212 Apprentice Teaching: K-12 Special Education (9)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: B or better in CMAT 5112, approved application one semester prior.

CMAT 5225 Education Passport 1 (0)
The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria.

CMAT 5275 Education Passport 2 (0)
The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria. Prerequisite: CMAT 5225.

CMAT 5505 Psychological Foundations of Education (3)
This course explores the interaction of developmental and educational psychology. Learning, cognition, motivation, personality, and emotions are examined in an effort to see the child as a whole person functioning in the school environment. Theories of development and learning theory are interrelated and integrated with observations of children and adolescents and discussions of educational applications. Intracultural and intercultural variations in development are examined.

COAP - Computer Applications

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 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.

COAP 5050 Web Services Security (3)
This course explains how to implement secure Web services and includes coverage of trust, confidentiality, cryptography, authentication, authorization, and Kerberos. Details on Security Assertion Markup Language (SAML), XML Key Management Specification (XKMS), XML Encryption, Hypertext Transfer Protocol-Reliability (HTTP-R) are also discussed. Prerequisite: COAP 5000.

COMG - Communications Management

COMG 5550 Topics in Media Communications Management (3-6)
This course offers a variety of topics to address emerging theories, practices, and applications in the field of media communications management. Topics are timely and of interest to professionals currently working in or pursuing media communications management careers. This course may be repeated once for credit if content differs and is appropriate for the student's course of study. Prerequisites: May vary with topic.

COMM - Communication Arts

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 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. This course counts for certification. Prerequisite: Admission to MA/certification program/advisor consent.

COMM 5030 Historical Linguistics (3)
This course looks at natural language change and then applies those theories to language diversity in the United States.

Important laws, policies, and language planning are covered, including English Only policies, the Ebonics controversy, and bilingual education. Students will write their own language policies for a school and write about the effects of linguistic diversity in today's classroom.

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

COMM 5051 The Role of Narrative in Humane Education (3)
This course begins with an investigation of various perspectives (from cognitive science, philosophy/theology/literary theory/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
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. May be repeated for credit if content differs. Prerequisite: Permission of the coordinator.

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 Communication (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 the ethical 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 (2-3)
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.

- **Children's Writing (3)**
  Participants learn how to successfully implement writing workshops for grades 1 to 6. Focus is on strategies to support students' development of skills within the writing process. Strategies for assessment to inform instruction will be demonstrated and practiced.

- **Creating Books for Young Readers (3)**
  This class is for teachers and others who are interested in writing and illustrating books (both fiction and non-fiction) for young readers. The course combines lectures, hands-on experience with writing activities and group discussion. Tools and strategies for encouraging creative writing and inspiration are provided.

- **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.

- **Creative Writing (3)**
  This is a workshop course that focuses on creative writing skills. Students will write a variety of stories and poems for a variety of different audiences. This course is for those who want to take their love of literature to another level and produce creative works of their own.

- **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.
Course Descriptions

- **Nature Writing (3)**
  This course will integrate writing and working with nature. It may incorporate the development of a school garden and will emphasize the importance of sustainability. Writing about nature is an excellent way to develop an appreciation of it.

- **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 doublespeak, including speech theory and oral performance. Films, readings, and oral presentations will be the academic foundations for the study of linguistics in this class. Students will also create instructional activities that are designed to make their students more aware and proficient in the use of language.

- **Teaching the Language Arts with Computers (2)**
  Students learn methods of using computers to support instruction in the development of reading, writing, speaking, listening, and observation skills. Participants discuss small group, whole class, and individualized applications.

- **Technology and Thinking Skills (2-3)**
  This is a course on developing students' thinking skills using new video and computer technologies. These technologies include interactive video, expert systems, and software, with emphasis on equipment and software available in most schools. Concepts and strategies for using these technologies in developing critical and creative thinking are examined. Previous experience with the technologies is not necessary.

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

- **Writing and Composition Instruction Using Computers (2)**
  Students in this course examine methods for applying word processors and other computer programs to support writing and composition instruction. Students discuss organizing instruction in laboratory or classroom settings.

**COMM 5344 Introduction to Linguistics (3)**

This course provides an overview to the field of Linguistics and its many subfields. Students will gain a stronger appreciation of language and a better understanding of research concerning human language. Course content is then related to today's classrooms and the implications these theories might have on learners today.

**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 5350 Language and Culture (3)**

Culture greatly affects communication and the kind of language used in various situations. This course focuses on both the different styles of communication found across different cultures and the strategies that speakers use when communicating within their own culture. Special attention is paid to the role of Pragmatics and the use of "politeness strategies" in communication. Students will develop classroom materials that will help learners acquire the pragmatics skills they need to be successful communicators today.

**COMM 5390 Literature Seminars (2-3)**

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

- **American Autobiographical Writing (2-3)**
  Students study five complete American works: Frederick Douglass's Narrative; Whitman's "Song of Myself"; Richard Wright's Black Boy; Elie Wiesel's Night; one chosen by students; and excerpts from Ben Franklin, Emily Dickinson, and others. Participants consider each work in its own right, in relation to other works, and as teaching material.

- **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
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)
This course develops educators' abilities to promote creativity, cognitive flexibility and well-being through readings and activities that integrate speaking, listening, reading, writing, thinking, the visual arts, movement, music and wellness strategies. The course is designed to prepare early childhood, elementary, special education and Communication Arts candidates to integrate curricula which will promote development of multimodal literacy.

COMM 5460 Curriculum Design (3)
This course is required for the MA in communication arts. 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 unit 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. 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, "liliteracy" or "alliteracy," gender-related issues) and a country to research for a class report.

COMM 5510 Artists Are Alive and Well (3)
Through a varied selection of activities and close student-artist contact, the students study the art of the past and present. In addition to slides, lectures, and museum and gallery tours, students have the opportunity to visit individual artists' studios and private collectors' homes not normally open to the public. This course may be offered at various locations such as St. Louis, Kansas City, or Vienna and online. May be repeated for credit if content differs.

COMM 5520 Communications Seminars (2-3)
Communications workshops allow participants to explore various aspects of the communication process. May be repeated for credit if content differs.

- Communication for Teachers (3)
  This course is an extension of materials and methods covered in COMM 5260 Oral Communication. Completion of COMM 5260 Oral Communication is a suggested prerequisite for this course, but is not required. Topics covered include communicating with administrators, peers, and students; negotiation of conflicting needs; conducting parent-teacher conferences; communicating in and with families; school-related communication issues for children coping with divorce; facilitating school meetings and giving presentations; and conducting teacher workshops and in-service programs.

- Professional Writing (3)
  This class will focus on writing articles/books for professional publication. The class will be taught as a workshop so that students can work on individual projects and get important feedback and information on publishing their work.

- Writing Across the Curriculum (2-3)
  Students examine and experience realistic ways to initiate the writing process-prewriting, writing, rewriting, editing, and evaluating. A history of teaching writing from Cicero to Elbow prepares teachers for classroom activities.

- Ways of Seeing (2)
  Ways of Seeing gives students a chance to explore seeing as a sensory, perceptual, imaginative, psychological, artistic, cultural, idiomatic, literary, and journalistic experience.

COMM 5530 Technology and Teaching (3)
This course is a non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives.

COMM 5540 Methods of Teaching Middle School and Secondary English (3)
This course examines issues, attitudes, and trends in teaching English as well as the essential subject matter of the discipline. Strategies, canons, management and philosophy concerning instruction are addressed. The class will discuss methods used to teach and evaluate speaking, listening, writing, reading and viewing. They will design lesson plans and teach them to the class. The course guides students on their journey to becoming a teacher of English Language Arts.
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 teachers 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 continents, 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 5630 The Humanities Connection (1-3)
This course is designed for elementary and secondary teachers and assists them in selecting appropriate humanities materials for their grade level. Course content emphasizes fine arts--their study in the historical setting; aesthetics and the aesthetic valuing process; and the nature of creativity. Participants discuss all concepts regarding fine arts’ applicability to the existing subject matter curricula.

COMM 5631 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 Methods of Teaching Art Forms, Health and PE (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 5730 Materials Development for Language Classrooms (3)
This course introduces digital literacy and its application in language teaching. It assists candidates to create hands-on teaching materials for both face-to-face and online courses in language classrooms. The course focuses on creating mini-lessons using handouts, descriptive packets, cartoons, animations, movies, video games, youtube, vimeo, mobile apps, social networking sites, and other web-enhanced materials. The main emphasis is on using new technologies to create engaging teaching and learning activities. Candidates will develop a digital portfolio, which will be useful for their job interviews and conference presentations. The course should benefit all TESL candidates, Communication Arts students, and foreign language education candidates.

COMM 5750 Special Institute (1-3 hours)
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.

- **Final Writing Project (3)**
  With the guidance of the instructor, certificate students will produce a final writing project that focuses on their particular interest. This class requires advisor approval.

- **Grammar for ESL/EFL Teachers (3)**
  This course introduces modern English grammar, as well as modalities of including it in the day-to-day language instruction. It is designed to provide the adult ESL/EFL
teacher with a knowledge base of various English structures, with regard to syntax (i.e., form), semantics (i.e., meaning), and pragmatics (i.e., use). Special emphasis is given to the development of fun, communicative and interactive lesson plans and activities, which target specific grammar points while meeting various test standards (e.g. Show Me and TOEFL). Theory and research is concentrated in the areas SLA, Methodology and Assessment.

- **Grant Writing (3)**
  Participants engage in writing grants with support of an instructor. Focus is on locating grant opportunities, addressing guidelines and actually composing the rationale, grant narrative and budget request.

- **Teaching English Pronunciation (3)**
  Teaching English pronunciation to non-native speakers of English is often one of the most intimidating tasks facing an ESL teacher. This course takes students through the consonant and vowel systems of English, with focus on describing proper articulation and developing pedagogical materials. Special attention is paid to “suprasegmental features” in English, which are the stress, rhythm, and intonation patterns that can most affect intelligibility. Students will design pronunciation materials and conduct a textbook analysis.

**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: COMM 5460 and advancement to candidacy.

**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 structures of language in the printed text. An emphasis on stages of development and methods of assessment will provide a background for teaching in early childhood and elementary settings. This course has been approved for certification in early childhood. (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 early childhood, elementary, and special education teachers to examine the reading-writing connection and develop methods for teaching their students critical thinking skills and problem solving in the area of literacy. Participants will study frameworks for fostering comprehension including analytical and critical reading and content literacy. This course counts for initial elementary, early childhood, and special education certification.

**COMM 5850 Reading and Literature Study Groups (2-3)**

Classroom teachers grades K-6 are provided the rationale and information for developing a literature-based reading curriculum. Various techniques for establishing literature study groups at different grade levels, identifying literature found successful in promoting student-directed discussions, and for evaluating student growth will be considered. Students will select and implement appropriate strategies for classroom activities, maintain reader-response journals, and participate with other graduate students in literature study groups. Special emphasis will be on literature across cultures and ways to facilitate the understanding and appreciation of diversity. This course counts for initial elementary certification.

**COMM 5880 Survey Reading Course for Secondary Teachers (3)**

This course includes reading techniques and study strategies for teachers of students in grades 6-12. A major emphasis is communication of concepts in content areas.

**COMM 5900 Reading Seminars (1-3)**

The content of various topics is focused on methods and technologies necessary for promoting reading development, increasing knowledge of fiction and nonfiction, and establishing positive attitudes toward literacy grades K-12. Topics offered include the study of genres, adolescent literature, children’s literature, and strategic approaches for constructing meaning in reading and composing. May be repeated for credit if content differs.

**COMM 5905 Reading Assessments and Interventions, Grades 6-12 (3)**

The focus of this class will be on planning interventions based on interpretation of formal and informal reading assessments for students in grades 6-12. An emphasis will be on current theory and best practices in literacy. Participants will design intervention strategies in response to assessment data.

**COMM 5920 Reading and Writing in the Content Field (3)**

This course will present a broad spectrum of reading and writing strategies necessary for understanding text. Participants study the different kinds of reading and writing required for varied situations and materials and consider problems such as adjusting assignments, providing assistance in content assignments, and dealing with non-proficient readers and writers. A content area unit is part of the course evaluation and includes vocabulary as well as pre-reading, during reading, post reading and writing strategies, in addition to formative and summative assessments.
This course is used for middle school and secondary certification. Assessment and instructional strategies will be discussed and applied in class as well as in assignments.

COMM 5930 Investigations in Reading, Intermediate (2-3)
This course emphasizes reviewing research and methods related to the teaching of reading in grades 4-6. Participants are assisted in pursuing topics of personal interest in individual investigative projects. Counts for initial elementary certification.

COMM 5960 Differentiated Reading Instruction (3)
Students learn about research and best practices in developmental reading and learn how to assess abilities and needs of 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. May be repeated for credit if content differs. Prerequisite: Student must be an MA graduate.

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.

COSC - Computer Science

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. Prerequisites: COSC 5150 and
completion of 30 credit hours of the required and elective COSC courses in this program.

**COUN - Counseling**

Note that counseling courses may include self-growth experiential activities. All courses require adherence to ACA Code of Ethics (2014) and include professionalism about and confidentiality of comments made in class sessions by peers. Certain state licensure laws do not allow for courses to be completed through directed studies or electronically (online).

Certain Counseling courses will be taught only in an online format at particular campuses. Please contact your campus for a list of courses that are only offered online or occasionally offered in an online format.

**COUN 0200 Comprehensive Counseling Student Development (0)**

This course is a critical component of student development throughout their counselor training. Registration in this course will grant students access to the Tevera cloud-based application for documenting required student learning outcome assessments and field placement documentation. No attendance is required for this course. There is an additional course fee of $195. This course is graded on a credit/no credit basis.

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

This course defines and examines the philosophic bases of counseling and the helping relationship, focusing on the foundational and theoretical concepts necessary for working with individuals, groups, children, and families in a multicultural context. Students also practice the development of basic counseling skills, professional identity, and related ethics. Students learn to define, generalize organize and critique the counseling process and profession including consultation theories, practice, and application in a multicultural society, as well as some crisis and disaster intervention. Self-growth experiential activities are associated with this course content.

**COUN 5050 Human Growth and Development (3)**

The student learns to identify, describe, and examine the nature and needs of individuals at all developmental levels and in 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, related ethics, and addictions, as well as the effects of crisis, disaster, and other trauma-related events on persons of all ages. Self-growth experiential activities are 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 on the counseling relationship 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, ability, gender, ethnicity, etc.; related counselor self-awareness; counselors’ roles in eliminating biases and oppression; theories of multicultural development and identity formation; social advocacy for diverse populations; related ethics and ethical decision making models; and culturally supported wellness. Self-growth experiential activities are associated with this course content.

**COUN 5110 Foundations of School Counseling (3)**

This course will trace the development of school counseling; present contemporary roles and functions for both elementary and secondary school counselors; present emerging issues and diversity in the schools; and explore future possibilities for the profession. A large portion of this course will focus on the American School Counselor Association Model.

**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 drugs of abuse. Multicultural and ethical components are integrated.

**COUN 5150 Women’s Issues in Mental Health (3)**

This course examines various issues women face and deal with as a result of systemic, generational, socio-economic, political and cultural factors. Attention will focus on mental, emotional, spiritual, somatic, sexuality, gender identity, body image and racial/ethnic/cultural elements women present as the overwhelming majority of mental health clientele. Multicultural competence is emphasized and addressed throughout this seminar. Self-growth experiential activities are associated with this course content. This seminar is web-enhanced and follows a non-traditional format of 4 week intensive learning and immersion experiences. Please, refer to the schedule on syllabus for details. Content Areas: women's issues, professional practice, multicultural competence and mental health.

**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 topic areas. Course may be repeated for credit if content differs. Approval of course topic, content and syllabus by the department chair prior to course registration is required.

**COUN 5190 Women’s Issues in Mental Health (3)**

This course examines various issues women face and deal with as a result of systemic, generational, socio-economic, political and cultural factors. Attention will focus on mental, emotional, spiritual, somatic, sexuality, gender identity, body image and racial/ethnic/cultural elements women present as the overwhelming majority of mental health clientele. Multicultural competence is emphasized and addressed throughout this seminar. Self-growth experiential activities are associated with this course content. This seminar is web-enhanced and follows a non-traditional format of 4 week intensive learning and immersion experiences. Please, refer to the schedule on syllabus for details. Content Areas: women's issues, professional practice, multicultural competence and mental health.

**COUN 5200 Theories of Counseling (3)**

This course defines and examines the application of basic theories, principles and related techniques of professional counseling. A major focus will be on the application of the theories and methods used in counseling with consideration for multicultural and ethical contexts. A systems perspective, theories of addictions and optimal development and wellness for the life span are included.

**COUN 5220 Assessment (3)**

This course examines the various frameworks for assessing the functioning of individuals, couples, groups and families in an ethical framework and the use of assessment in diagnosis and treatment in 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. Ethnic, cultural and sex/gender factors are considered. Additional lab fees are associated with this course for the purchase of assessment tools. Self-growth experiential activities are associated with this course content.

COUN 5230 Psychodiagnosics (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 from a biopsychosocial model, focusing on therapeutic assessment and case conceptualization. Students will also learn about common pharmacological and counseling treatment strategies for the disorders covered in class. Multicultural, ethical, crisis and emergency components are integrated.

COUN 5450 Trauma, Crisis, and Emergency Relief (3)
This course addresses the impact of crises, disasters and other trauma-causing events on people. In addition, students will explore the principles of crisis intervention; appropriate use of diagnosis during a related event, theories and models of individual, group and community resilience; operation of an emergency management system within clinical mental health agencies and self-care. The study of trauma and crisis intervention and the development of related skills can be a challenging experience. Students will be required to participate in self-awareness and self-growth activities.

COUN 5540 Family Systems Theory (3)
This course defines and explores the contribution of general systems theory to the development of family therapy. The focus is on examining different family systems theories, multicultural influences and ethical components. Self-growth experiential activities are associated with this course content.

COUN 5545 Blended Family Counseling (3)
This course focuses on the application of systems theory and family theories to the issues involved in establishing high-nurturance blended families. Multicultural and ethical components are integrated. Self-growth experiential activities may be associated with the content of this course. It is highly recommended that COUN 5540 is completed prior to taking this course.

COUN 5580 Human Sexuality Theory and Sexual Counseling (3)
This course defines and examines the current models and theories of human sexuality across the lifespan. It includes the physiological, psychological, and sociocultural variables associated with sexual identity, behavior, wellness, and disorders. Students will also examine theory, skills, and self-awareness related to sexual relationship counseling including understanding issues of counseling individuals with a history of sexual abuse, sexual addiction, and/or sexual offenses.

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, practices, development, methods, related ethics, and dynamics; and facilitative counseling skills in a multicultural society. 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 ten 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 and advanced counseling skills. Students learn to help clients identify the problem that provides the focus for counseling and implement a treatment plan. They also learn the significance of openness to supervision and self-evaluation. Multicultural and ethical components are integrated. Students practice skills during in-class role play situations. Self-growth experiential activities are associated with this course content.

COUN 5630 Addictions and Substance Abuse Counseling (3)
This course examines theory, case conceptualization, diagnoses and treatment of addictions including substance abuse, chemical dependency and process addictions. This course will also address family dynamics that may maintain or worsen addiction. A portion of the course is devoted to evaluation of the services and programs available to individuals presenting with addictions, from the point of view of the affected individuals, their families and society. Multicultural and ethical components are integrated. 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 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 and older persons). Ethical implications are also discussed. Self-growth experiential activities may be associated with the content of this course. May be repeated for credit if content differs.

COUN 5640 Couples, 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; as well as the formulation of related treatment plans and goals in a multicultural and ethical context. It is highly recommended that COUN 5540 is completed prior to taking 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 the various forms of counseling couples, including persons in marriage, same sex unions, work relationships, friendships and extended family.

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, cultural competence in the 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 are associated with the content of this course.
COUN 5685 Program Development for School 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.

COUN 5700 Lifestyle and Career Development (3)
This course examines, 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; interrelationships among and between work, family and life roles including multicultural issues; career planning, placement and evaluation and career development exploration techniques and assessments in an ethical context. Self-growth experiential activities may be associated with this course content. Additional lab fees are associated with this course for the purchase of assessment tools.

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, professional, legal and ethical considerations, role identity of types of professional counselors, application of ethical and legal considerations in counseling, 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 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 (including multicultural issues) are reviewed. Related ethical practice is integrated.

COUN 5840 School Counseling Methods and Skills (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 the 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, grief and career and college preparation are also examined. Prerequisite: COUN 5110.

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 codes and practices in research are examined. 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 the results. Self-growth experiential activities may be associated with the content of this course.

COUN 5860 MA Counseling Thesis (3)
The master's thesis consists of an individual research project designed by the student and carried out under the direction of a faculty supervisor in the field of counseling or psychology. The thesis project allows students to actively contribute to research in the field of counseling or psychology and to gain important research experience that prepares them to follow a doctoral program. All thesis topics must be approved by the faculty supervisor and the department chair. Students are expected to select a topic in collaboration with their faculty supervisor, develop research questions and/or hypotheses for the study, collect and analyze data and report the results of their research in APA format. Following completion of the qualitative or quantitative thesis, students are encouraged to submit their work for possible publication. In addition to the individual feedback and support they receive from their faculty supervisor, students working on a thesis are encouraged to participate in the research meetings hosted by the department for further presentation and critique of their work. The written thesis must follow current thesis guidelines and include appropriate graduate thesis forms. Prerequisites: Advanced program standing, COUN 5850 and faculty supervisor approval.

COUN 6000 Counseling Learning Practicum (3)
This Practicum course applies only to the family life and the community counseling emphases. In this course, students are required to complete a nine week practicum in conjunction with the counseling curriculum. Practicum is considered a beginning clinical counseling experience and should provide beginning counseling activities. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. It is recommended that students reduce their part time employment during this course. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they can take Internship. Students will be required to meet weekly for a minimum of 60 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

Each student is required to plan for practicum with the counseling program coordinator or faculty advisor before completion of 15 credit hours in the program. Students should seek advisement early in the program regarding their program plan. Enrollment in this course requires permission of the faculty supervisor or counseling program coordinator. At some campuses, students must submit an application to begin Practicum and seek approval from the faculty supervisor or counseling program coordinator prior to enrolling in the course. The Clinical Handbook must be reviewed and completed by each student and site supervisor, with appropriate appendices submitted to the counseling program coordinator or faculty supervisor before a student can register for Practicum. Students are required to abide by the ACA Code of Ethics (2014) in their Practicum experience. The site supervisor is required to be a licensed mental health professional and have a minimum of two years of experience supervising counselors in training. Students must purchase professional liability insurance and recording equipment in this course. Students are required to provide evidence of professional liability insurance prior to seeing clients. Prerequisites: Completion of core counseling courses including COUN 5020, COUN 5050, COUN 5200, COUN 5600, and COUN 5800. COUN 5540 is a prerequisite for field experiences that require a majority of family counseling, and COUN 5630 is a
prerequisite for field experiences that require a majority of substance abuse counseling.

This course may be repeated for credit. Practicum is graded on the credit/no credit (CR/NC) grading option. No grades of Incomplete are permitted; hence, students should be prepared to complete all required clinical hours in Practicum. Students are encouraged to withdraw from Practicum 6000 before week six of the term for those field experience sites that cannot provide the required clinical hours. For Practicum students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or the Practicum faculty supervisor for grade completion options.

COUN 6100 Counseling Learning Practicum I (1.5)
Practicum is considered a beginning clinical counseling experience and should provide beginning counseling activities. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they can take Internship. Students will split these hours up over COUN 6100 and COUN 6200 (typically half in each). Students will be required to meet weekly for a minimum of 60 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

Each student is required to plan for Practicum with the counseling program coordinator or faculty advisor before completion of 15 credit hours in the program. Students should seek advisement early in the program regarding their program plan. Enrollment in this course requires permission of the faculty supervisor or counseling program coordinator. At some campuses, students must submit an application to begin Practicum and seek approval from the faculty supervisor or counseling program coordinator prior to enrolling in the course. The Clinical Handbook must be reviewed and completed by each student and site supervisor, with appropriate appendices submitted to the faculty supervisor or counseling program coordinator before a student can register for Practicum. Students are required to abide by the ACA Code of Ethics (2014) in their Practicum experience. The site supervisor is required to be a licensed mental health professional and have a minimum of two years of experience supervising counselors in training. Students are required to purchase professional liability insurance and recording equipment in this course. Students are required to provide evidence of professional liability insurance prior to seeing clients.

Prerequisites: Completion of COUN 6100 and its prerequisites.

This course may be repeated for credit. Practicum is graded on the credit/no credit (CR/NC) grading option. No grades of Incomplete are permitted; hence, students should be prepared to complete all required clinical hours in Practicum. For Practicum students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or Practicum faculty supervisor for grade completion options.

COUN 6500 Internship (1.5 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., intake, application of diagnostic and therapeutic skills, documentation, information and referral techniques, staff meetings, and weekly supervision). Interns are required to experience a variety of counseling experiences including individual counseling and complete a minimum of ten hours of group facilitation as part of the total Internship experience. Sites are required to provide a comprehensive experience. Sites that only provide one type of counseling experience (such as group facilitation or intake activities) will not be approved.

This course is time-consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they can take Internship. Students will split these hours up over COUN 6100 and COUN 6200 (typically half in each). Students will be required to meet weekly for a minimum of 60 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skills evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.
The site supervisor is required to be a licensed mental health professional with a minimum of two years of experience supervising counselors in training. The Clinical Handbook must be completed by the student and the Internship site supervisor, with appropriate appendices submitted to the faculty supervisor or counseling program coordinator prior to the initial class meeting when the Internship site is different than the Practicum site (see counseling program coordinator or COUN 6500 instructor for more information). Students are required to abide by the ACA Code of Ethics (2014) in their Internship experience. Students are required to purchase professional liability insurance and recording equipment in this course. Students must provide evidence of professional liability insurance prior to seeing clients. No school settings may be used for an internship site at this time.

**Prerequisites:** Completion of COUN 6000 or COUN 6100/COUN 6200 and their prerequisites. The Practicum faculty supervisor or counseling program coordinator must approve the student’s initial registration for COUN 6500.

This course may be repeated for credit. Internship is proposed as four terms of 1.5 credit hours each of COUN 6500. Internship is graded on the credit/no credit (CR/NC) grading option. For Internship students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or the Internship faculty supervisor for grade completion options.

## CRIM - Criminal Justice

### CRIM 5000 Ethics and Decision Making in Criminal Justice (3)

This course examines the scholarship on ethics and decision making in the criminal justice system, including lawmaking, lawbreaking, and law enforcement and the ethical dilemmas at each decision point in the system.

### CRIM 5050 Organization and Administration of Criminal Justice (3)

This course examines the organization and administration of contemporary criminal justice systems, applying organizational theories to the analysis of criminal justice organizations in law enforcement, the court system, and corrections.

### CRIM 5060 Policing and Law Enforcement (3)

This course reviews the history, theory, practice, legal environment, and ethics of police organization and subculture, including discretion, occupational socialization, police community relations, and occupational deviance.

### CRIM 5070 Institutional and Community Corrections (3)

This course reviews the history, theory, practice, and legal environment of incarceration, diversions, community-based corrections, and the treatment of offenders.

### CRIM 5100 Theories of Crime and Justice (3)

This course surveys major theoretical traditions analyzing the nature and causes of crime, crime typologies, offenders, and victims in the U.S. and globally. **Prerequisite:** CRIM 5000.

### CRIM 5300 White Collar Crime (3)

This course distinguishes white collar crime from other kinds of crime and analyzes the investigation, adjudication, and regulation of white collar crime and fraud.

### CRIM 5350 Computer Crime and Fraud (3)

This course examines the technical, social and legal aspects of criminal activity relying on computers or computer networks as a tool, target, or location of criminal activity, including computer crime, electronic crime, information crime, and virtual crime.

### CRIM 6000 Capstone (3)

The capstone course provides an opportunity for students to demonstrate their mastery over the program-level learning outcomes in the criminal justice program by allowing students to develop a final research project in criminal justice or to conduct an evaluation of the process and impact of some aspect of the criminal justice system, such as a policy or program.

## CSDA - Computer Science Data Analytics

### CSDA 5110 Analytics Programming with R (3)

In this course, students will learn how to program in R and how to use R for effective data analysis. Students will learn how to install and configure software necessary for a statistical programming environment. The course covers practical issues in statistical computing which includes programming in R, reading data in R, accessing R packages, writing R functions, debugging, and organizing and commenting R code. Topics in statistical data analysis and optimization will provide working examples.

### CSDA 5130 Social and Ethical Issues in Analytics (3)

There is a subtle balance between improvements in business operations by using big data analytics and increased risk if (inadvertently) overstepping certain legal or social boundaries. This course addresses pros and cons of using data analytics in business and social, ethical and security issues associated with it. Several real world cases will be discussed and analyzed in the course.

### CSDA 5210 Databases and Data Warehouses (3)

This course will provide a foundation for understanding organization databases technology by examining the way databases are designed, used and managed. The course will introduce fundamental concepts related to operational and data warehouse databases. The course will also cover the principles of building data warehouse and data mart cubes as well as extracting required data with SQL and MDX techniques. Students use various query designer software to improve their database query proficiency.

### CSDA 5230 Data Analytics (3)

This course will introduce the field of data analytics, which has been defined as the extensive use of data, statistical and quantitative analysis, exploratory and predictive models, and fact-based management to drive decisions and actions. The course covers all analytics stages such as setting analytics project objectives, building data warehouse model, extracting-transforming-loading, implementing analytics, and creating visualization. Also, the application of selected data analytics techniques to business data is illustrated. **Prerequisites:** BUSN 5760 and CSDA 5210.

### CSDA 5310 Data Visualization (3)

In this course, students will study techniques and methods for creating effective reports and dashboards based on principles from graphic design, visual art, perceptual psychology and cognitive science. Students will be introduced to the basic as well as advanced visualization tools. The course is targeted toward
building better visualization tools for analytics. **Prerequisite:** CSDA 5230.

**CSIS 5320 Analytics Applications using Python (3)**
This course emphasizes principles of analytical application development, style and testing with Python. In this course, students will learn how to configure an integrated environment for data analytics applications using Python. Students will utilize libraries for data preparation, analysis, modeling, machine learning and data visualization. **Prerequisite:** CSDA 5230.

**CSDA 5330 Data Mining (3)**
In this course, students study algorithms and computational paradigms that allow computers to find patterns and regularities in data. Students will study what is currently regarded as the key elements of a more general process called "knowledge discovery" that deals with extracting useful knowledge from raw data. The course will cover association, clustering and classifying models and will illustrate the whole process by examples. Special emphasis will be given to the machine learning methods as they provide the real knowledge discovery tools. **Prerequisites:** CSDA 5110 and CSDA 5230.

**CSDA 5410 Time Series Analytics (3)**
The objective of the course is to give students a better understanding of the concepts and the technologies in time series analysis. The course equips students with various forecasting techniques and knowledge on modern statistical methods for analyzing time series data. This course covers three areas in time series analytics: I. Univariate methods; II. Regression methods; III. ARIMA models. **Prerequisites:** CSDA 5320 and CSDA 5330.

**CSDA 5430 Predictive Analytics (3)**
In this course, students are introduced to predictive modeling methods, approaches and tools. Students acquire skills in predictive analytics that allow them to develop and use advanced predictive analytics methods. They gain expertise in the use of popular tools and software for predictive analytics and learn how to develop predictive analytics questions, identify and select the most appropriate predictive analytics methods and tools, apply these methods to answer the respective questions, and prepare data-driven solutions. **Prerequisites:** CSDA 5320 and CSDA 5330.

**CSDA 6010 Analytics Practicum (3)**
This practicum puts into practice all the analytics concepts covered in the MS in data analytics program. Students use descriptive, predictive and prescriptive analytics and models, tools and methods to develop multidisciplinary business insights from data. They utilize skills that enable them to present solutions to problems and provide answers to business questions in various business disciplines through hands-on exercises and a term project. Should be taken in the student's last semester. **Prerequisites:** CSDA 5410 and CSDA 5430.

**CSIS - Computer Information Systems**

**CSIS 5300 Database Systems (3)**
This course will provide a foundation for understanding organization database technology by examining the way databases are used, designed and managed. The course will introduce fundamental concepts related to operational and data warehouse databases. The course will also cover the principles of extracting required data using OBE technique. Students use industry-standard software Oracle® to improve their database query proficiency. **Prerequisite:** Basic knowledge of computer and information technology.

**CSIS 5310 Introduction to Decision Support Systems (3)**
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 System. 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 5320 Data Analytics Foundations (3)**
This course provides an introduction to the field of analytics, which has been defined as the extensive use of data, descriptive, prescriptive, and predictive models, and fact-based management to drive decisions and actions. The development and use of the organization's data to support business analytics is discussed. The application of selected data analytics techniques to business decision-making situations is illustrated. Students use industry-standard software including MS Excel®, Tableau®, SAP Business Explorer®, SAP BusinessObject Analysis®, and Lumira® to improve their data analysis proficiency. **Prerequisite:** BUSN 5760.

**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 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)**
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. Prerequisite: CSIS 5320.

CSIS 5600 Decision Support Systems (3)
This course will require the student to demonstrate their ability to create Enterprise Resource Planning (ERP) and decision support solutions for specific business requirements in an evolving scenario. Each week the student 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.

CSIS 9950 Travel Course-Issues in Information Systems (3)
Current and significant issues in computer science are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

CSSS - Cybersecurity

CSSS 5000 Introduction to Cybersecurity (3)
This requisite course is designed to provide the student an overview of the major core areas of study they will encounter throughout this program. Introduction of computer system architectures, vulnerabilities, critical infrastructures, the growing threat of social networks, intelligence and counterintelligence, international laws, security policies, privacy and information liability, cyber attacks and counter cyber attacks, encryption, risk assessment, cybersecurity forensics including data gathering and recovery, and a forward look at future cyber technology developments.

CSSS 5110 Cybersecurity Communications (3)
Digital communications has grown rapidly and provides increased opportunities to: access information; share and disseminate knowledge; create new innovative services; and compete in a global environment. It presents new opportunities and a growing threat posed by a connected society that can impact critical United States interests. The basics of communication systems, the ISO Layer Model, topologies such as Local-Area-Networks (LANs), Wide-Area-Networks (WANs), World Wide Web and the Internet, space-based communications used by the Department of Defense (DoD) and commercial entities, fiber-optics, as well as the rapidly developing personal mobile communication technologies such as Wireless Local Area Network (WiFi). Prerequisite: CSSS 5000.

CSSS 5120 Cybersecurity Infrastructures (3)
The impact of September 11, 2001 cemented our attention on physical attacks on United States critical infrastructures. Although still a concern, a growing cybersecurity threat requires additional focus on potential virtual attacks on these same critical infrastructures. Both physical and virtual in capacitance of a critical infrastructure such as the Power Grid, communications, and financial transactions can have as great, or greater, impact on our society. Cyber attacks have and can cripple an industry and the services they provide to millions of users. The critical infrastructures identified by the Department of Homeland Security (DHS) are examined from a cybersecurity perspective. Prerequisite: CSSS 5000.

CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence (3)
Students examine methods, ethics, policies and procedures for accessing and gathering information for positive or negative use, and applying counterintelligence to evade, trick or trap individuals, agencies, or national entities who wish to steal, damage or deny access to valid users of critical information and its sources. Active measures, passive counter measures, and intelligence gathering processes as well as determining the validity and success of gathering information will be included. Prerequisite: CSSS 5000.

CSSS 5140 Cybersecurity Strategic Operations (3)
Specific methods, ethics, laws, policies and procedures for conducting strategic operations and countermeasures are the focus of this course. Students will learn how to identify critical infrastructures, communication channels, and information protection schemes and how to detect threats, assess vulnerabilities, penetrate and exploit cyber targets, understand how to monitor, spoof, redirect and deny access, as well as protect critical assets. Prerequisite: CSSS 5000.

CSSS 5150 Electronic Communications (3)
The laws and policies dealing with cyber-crime, cyber warfare, privacy and international perspectives as well as an in depth look at the National Security Act, the United States Cybersecurity Electronic Security Act, the Cyber Security Enhancement Act, the Protecting Cybersecurity as a National Asset Act, the Communications Assistance for Law Enforcement Act (CALEA), cyber-crime laws, international cyber-crime laws and other current laws and policies will be reviewed and discussed. Prerequisite: CSSS 5000.

CSSS 5210 Cybersecurity Law and Policy (3)
The history and application of ciphers, codes and encryption/ decryption methods and techniques are examined. Public and private keys, protocols, number generators, digital signatures, and other facets of encryption will be included. Additionally, an investigation of the role ethics and information privacy have on the science when security is applied to public systems and email content as well as higher levels of security for corporations proprietary and government classified information. Prerequisite: CSSS 5000.

CSSS 5220 Cybersecurity Threat Detection (3)
This course covers methods for identification and recovery of damaged or erased digital data, tracing information access (web history, cookies, cache memory and internet source identification), determination of system vulnerabilities (e.g., TEMPEST), communication ports and computer system architectures and encryption methods, as well as incident monitoring and response. Prerequisite: CSSS 5000.

CSSS 5230 Cybersecurity Forensics (3)
This course covers methods and procedures for identification and recovery of damaged or erased digital data, tracing information access (web history, cookies, cache memory and internet source identification), determination of system vulnerabilities, communication ports and computer system architectures and encryption methods, as well as incident monitoring and response. Prerequisite: CSSS 5000.

CSSS 5240 Pre-Empitive Deterrence (3)
This course addresses specific methods, ethics, laws, policies and procedures for planning and executing pre-emptive cybersecurity deterrence operations and force application. Prerequisite: CSSS 5000.
CSSS 5250 Use and Protection of Space Assets (3)
A unique course, it focuses on all three segments (space, ground and user) of fixed and mobile communication and Global Positioning System (GPS) assets and their attributes. Secure and non-secure systems are examined to show the breadth of capabilities along with the pros and cons. Uplink and downlink signal characteristics, signal bouncing and relaying capabilities. Frequency hopping, spread-spectrum, interception and overpowering of signals through use of steerable beams, application of laser and fiber-optics, and encryption techniques are covered. **Prerequisite:** CSSS 5000.

CSSS 5270 Cybersecurity in Cloud Computing (3)
This course begins with an introduction to cloud computing and security and then provides an examination of cloud security architecture. The essential characteristics of cloud computing are discussed using the National Institute of Standards and Technology (NIST) Cloud Computing Model, SPI cloud service models and the different cloud delivery models. With this background, key strategies and best practices for cloud security are developed, including data protection methods, cloud security controls and countermeasures, virtualization, security management, and securing of data in rest and in motion. In addition, legal and regulatory considerations for different types of clouds are presented. Based on the cloud security requirements, the course defines the steps for an organization to use in selecting an external cloud service provider (CSP). In addition to commercial selection requirements, the U.S. Department of Defense Enterprise Cloud Service Broker Cloud Security Model, which specifies what controls the CSP must implement in the military environment, is reviewed. **Prerequisites:** CSSS 5000 and CSSS 5110.

CSSS 5280 Social Engineering (3)
Examines social engineering -- the science of influencing a target to perform a desire task or divulge information. The course provides the student with current information defining the many methods of deception hackers use in order to gather information with the intent of executing identity theft, fraud, or gaining computer system access; discusses active toward preventing social engineering threats ranging from elicitation, pretexting, influence and manipulation. The elements of social engineering are presented, discussed and explained by using real-world examples, and the science behind them to unravel the mystery in social engineering.

To complement the social engineering threat, the course analyzes the ethical and social implications of computer technology. The course explores technological, social and philosophical issues to include the ramifications of automation, the ethical obligations of computer specialists, and the threats to privacy that come with increased computerization. Combining the criminal-centric role of social engineering with the ethical, legal and moral impacts of technology upon individuals results in a course that provides the student a comprehensive overview of the challenges, threats and issues of everyday life in the digital age.

CSSS 5290 Cybersecurity Risk Management Framework (3)
This course provides a detailed review and analysis of the six-step Risk Management Framework (RMF) process utilizing the National Institute of Standards and Technology (NIST) Special Publication (SP) 800-53 Security and Privacy Controls for Federal Information Systems and Organizations. The course includes the process for risk analysis and categorizing cyber risks for information systems, and the application of controls to minimize cyber risks for managing information. It also presents an in-depth overview of each step RMF along the framework path as well as the methodology for monitoring IT systems.

CSSS 5990 Advanced Topics in Cybersecurity (3)
This course is designed to permit addressing advanced and emerging topics in cybersecurity that may include, but not be limited to, cybersecurity communications, cyber warfare planning and execution, forensics, ethics, policies and laws, encryption/decryption and future topics e.g., application of quantum non-locality. This course may be repeated for credit if the content differs. **Prerequisite:** CSSS 5000.

CSSS 6000 Practical Research in Cybersecurity (3)
The student is expected to synthesize and integrate the learning experiences acquired throughout the MS in cybersecurity and to evaluate current and future topics relative to this major. Specific papers, projects, or other methodologies must include cybersecurity related technical and management areas than span this entire degree emphasis. **Prerequisite:** Successful completion of all required core courses in this major.

CSSS 6002 Practical Research in Cybersecurity II (3)
The student is expected to synthesize and integrate the learning experiences acquired throughout the MS in cybersecurity and to evaluate current and future topics relative to this major. Specific papers, projects, or other methodologies must include cybersecurity related technical and management areas than span this entire degree emphasis. **Prerequisite:** Successful completion of CSSS 6000.

CSSS 6500 Cybersecurity Internship (3)
Students undertake, with the supervision of a qualified professional, an approved internship in a cybersecurity-related setting. The course includes work and academic experience. The work experience involves professional cybersecurity duties. The academic experience involves written assignments by the faculty advisor. The outline of duties and evaluative methods are established by the student and the internship mentor approved by the faculty advisor prior to initiation of the program. **Prerequisites:** Completion of all of the required cybersecurity courses (except CSSS 6000/CSSS 6002).

DMGT - Doctor of Management

DMGT 7140 Statistical Analysis (3)
Introduces the students to topics in statistical analysis as a preparation of the research courses and their work on the doctoral project. The focus will include data analysis for research applications. Topics include: hypothesis testing and confidence intervals, correlation, linear regression and multiple regression. Additional topics may include path modeling, discriminate analysis and structural equation modeling.

DMGT 7160 Quantitative Research Methods (3)
Focuses students on quantitative research design and methodology in the organizational context. Topics include research question formulation, design issues, theory-based hypothesis development, validity and reliability, choice of measurement tools, sampling and statistical planning, and research reporting. Students will develop a research proposal related to dissertation interests.

DMGT 7180 Qualitative Research Methods (3)
Introduces the students 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 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 Foundations of Management Research (3)
This seminar will introduce students to a variety of modern management research topics and readings, and the methodology and tools used to investigate them. Students will explore the role of sound theory in informing management decisions, and prepare a preliminary research paper on a course-related topic.

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.

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, with the international dimensions of technology management receiving special emphasis. Students will be expected to develop a theoretical article ready for journal submission.

DMGT 7370 Topics in Leadership (1-3)
This course features diverse topics that emphasize elements of managerial leadership and change. Topics may include various elements of managerial leadership such as decision-making, conflict management, negotiations and organizational change.

DMGT 7450 Strategic Management (3)
Examines from the viewpoint of the general manager how companies create and sustain competitive advantage, which requires an in-depth understanding of external factors including industry structure and rivalry as well as internal factors of the firm, and how these factors influence strategic responses. Both process and leadership elements of strategy are discussed. The students analyze empirical research to help prepare them for their own research projects.

DMGT 7500 Leadership (3)
Traces the evolution of leadership thought. Primary focus is given to the transactional and transformational theories of leadership to provide students with an understanding of the roles of leader and follower behavior. Students also explore emerging leadership theories including steward leadership, servant leadership, charismatic leadership and others.

DMGT 7520 Organizational Development and Change (3)
Provides an overview of organizational development with an emphasis on planned change. Students explore major interventions including human process, technostructure, 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 class is designed to provide an in-depth look at some of the major topics of interest in contemporary organizational behavior while also providing foundation knowledge in Organizational Behavior, including classic and contemporary theories as well as groundbreaking empirical studies. Drawing on theory and research in psychology, social psychology and organizational behavior, we will explore individual, interpersonal and group processes in work organizations. The emphasis will be on the development of models and hypotheses as well as the application and integration of theoretical support for student’s research.

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 the Dmgt director.

DMGT 7810 Survey Design and Methodology (3)
This course offers comprehensive knowledge and skills of survey methods so that students will be able to apply various techniques for data collection and will be able to solve problems related to sample survey. During the course, students will learn basic proposal development, instrument preparation, data collection and analysis, and presentation of the results. The course will focus on hands-on practice of survey methods through individual/group projects.

DMGT 7900 Research Seminar (3)
This doctoral seminar is designed to provide students an opportunity to work one-on-one with a faculty member to develop a conference-ready theoretical paper. The focus is on the development of the following: writing skills, hypothetical development, theory integration, review skills, revision proficiencies, and feedback integration. Students will be expected to submit their theoretical paper to at least one peer-reviewed conference or other outlet. 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 the Dmgt director.

DNAP - Doctor of Nurse Anesthesia

DNAP 6400 Population Health and Epidemiology (2)
This course provides students with the opportunity to understand the use of epidemiology to design and manage advanced health care for populations and evaluate health outcomes. The course serves to enhance knowledge in analytic methods, policy, systems and leadership that includes an overview of the study and distribution of determinants of health and disease in specified populations, and the application of this study to the promotion of health, prevention and control of disease, design of health care services, and initiation of health policy for populations served by health care systems.
DNAP 7000 Advanced Health Assessment (4)
This course explores advanced health assessment via an extensive health history and physical examination. The course is designed to assist students to refine history taking, psychosocial assessment and physical assessment skills.
Content focuses on an assessment of individuals throughout the lifespan. Emphasis is placed on detailed health history taking, differentiation, interpretation and documentation of normal and abnormal findings. The course includes lecture, discussion and demonstration of history taking and an integrated physical assessment.

DNAP 7100 Introduction to Anesthesia (3)
This is the first course in anesthesia designed to introduce the student to the basic professional aspects of nurse anesthesia practice including professional development and ethical, social and legal issues. Introduction to the field of anesthesia also includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, historical perspectives and specialties in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for pre-anesthetic assessment and analyzing physiological principles. This course includes state-of-the-art computer simulation to assist in developing the initial skills required for administering anesthesia. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. This course includes a multi-day orientation to clinical experiences. Co-requisite: DNAP 7150.

DNAP 7150 Clinical Simulation Experience I (2)
Clinical Simulation Experiences are designed and presented in progression to prepare students for entry into the clinical area. Entering into the operating room for the first time to provide anesthesia services is extremely daunting for both the novice graduate student and the assigned clinical preceptor. Spending time in the simulation OR providing anesthesia to a high-fidelity fully automated mannequin in clinical scenarios facilitates this process, creating experiences without compromising patient safety. Clinical simulation experiences are designed to provide a progressive and integrative experience that coincides with didactic coursework. This lab assignment introduces the graduate student to the fundamental processes, pharmacology and monitoring associated with the induction of anesthesia. Co-requisite: DNAP 7100.

DNAP 7200 Basics of Anesthesia (3)
This course is a continuation of Introduction to Anesthesia. The course is designed to introduce the student to the 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, and Objectives of Health People 2010, historical perspectives and specialties in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for pre-anesthetic assessment and analyzing physiological principles. This course provides access to state-of-the-art computer simulation OR and dry skills labs to assist the graduate student in developing the foundational skills required for administering safe anesthesia. Professional development opportunities may occur during this course, through the attendance of local, state and national anesthesia meetings. Prerequisite: DNAP 7100. Co-requisite: DNAP 7250.

DNAP 7250 Clinical Simulation Experience II (2)
Clinical Simulation Experience II will build on previous simulation and classroom experiences resulting in increasingly complex patient scenarios requiring the graduate student to manage through the provision of current evidence-based anesthesia research. The complexity of simulation scenarios increase as the anesthesia curriculum progresses. Prerequisite: DNAP 7150. Co-requisite: DNAP 7200.

DNAP 7300 Principles of Anesthesia I (3)
Principles of Anesthesia I is the first of two courses designed to develop the student to the art and science of nurse anesthesia practice. Discussions of professional aspects and anesthetic principles will take place through an introduction to comprehensive anesthetic planning, monitoring, exploration of co-existing disease states and associated pharmacology. This course will include abdominal procedures, including laparoscopic approaches. Participation in state-of-the-art simulation OR and dry skills labs is provided to assist the graduate student in integrating the didactic content and development of clinical skills. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. Prerequisite: DNAP 7200. Co-requisite: DNAP 7350.

DNAP 7350 Clinical Simulation Experience III (4)
Clinical Simulation Experience III continues to build on previous simulation and classroom experiences resulting in increasingly complex patient scenarios requiring the graduate student to manage, guided by the current evidence-based anesthesia provision. Development of critical thinking skills becomes necessary. Complexity of scenarios will advance commensurate with the anesthesia curriculum. Prerequisite: DNAP 7250. Co-requisite: DNAP 7300.

DNAP 7400 Principles of Anesthesia II (3)
Principles of Anesthesia II is a continuation of Principles of Anesthesia I. This course will focus on the pathophysiology, medical and systems management during anesthesia care provision to the patient receiving orthopedic, vascular, renal hepatic, ENT and eye surgery. Participation in state-of-the-art computer simulation operating room and dry skills labs will occur to assist the graduate student in further integrating didactic content and theory into practice. Prerequisite: DNAP 7300. Co-requisite: DNAP 7450.

DNAP 7450 Clinical Simulation Experience IV (3)
Clinical Simulation Experience IV continues to build on previous simulation and classroom experiences resulting in increasingly complex patient scenarios requiring the graduate student to manage, providing the most current evidence-based anesthesia provision. Development of critical thinking skills will continue to occur. Complexity of scenarios will advance commensurate with the anesthesia curriculum. At the end of Clinical Simulation Experience IV, the nurse anesthesia graduate student will be ready to enter as a beginner in the operating suite under complete supervision. Prerequisite: DNAP 7350. Co-requisite: DNAP 7400.

DNAP 7500 Translational Research (2)
Translational research facilitates the translation of findings from basic science to practical applications that enhance human health and well-being. This course focuses on the research process from problem formulation to analysis and interpretation to application in the healthcare setting. Quantitative and qualitative methodologies are addressed. The fundamental knowledge needed to plan, implement and evaluate a research study is provided.

DNAP 7501 Translational Research Project I (1)
The design of this course is progressive, culminating in a doctoral 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
DNAP 7502 Translational Research Project II (1)
The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite:** DNAP 7500.

DNAP 7503 Translational Research Project III (1)
The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite:** DNAP 7502.

DNAP 7504 Translational Research Project IV (1)
The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite:** DNAP 7503.

DNAP 7505 Translational Research Project V (1)
The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite:** DNAP 7504.

DNAP 7506 Translational Research Project VI (1)
The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite:** DNAP 7505.

DNAP 7507 Translational Research Project VII (1)
The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite:** DNAP 7506.

DNAP 7508 Translational Research Project VIII (1)
The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research. **Prerequisite:** DNAP 7507.

DNAP 7510 Biostatistics for Nurse Anesthesia (3)
This course is 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.

DNAP 7550 Introduction to Clinical Experience (1)
Clinical experiences are designed to provide a progressive and integrative experience that coincide with didactic coursework. The clinical experiences are supervised by licensed providers. The nurse anesthesia resident may be required to attend simulation and dry skills lab sessions to augment classroom and clinical learning.

The closely supervised experience of this introductory clinical course serves primarily to orient the novice student to the operating room/anesthesia suites. Students will observe the process from obtaining a history and physical from the patient to preparing the anesthesia cart and machine check to inducing, maintaining and emerging the patient to finally handing the patient over to the recovery room nurses and everything in between. Participating on any level can be daunting for the new resident anesthetist. As the term progresses the resident will be provided opportunities for management of ASA I-V patients and includes all pre-anesthetic and patient assessment activities for general, regional and MAC anesthesia, administration of the anesthetic and post-anesthesia care. **Prerequisite:** DNAP 7450.

DNAP 7650 Clinical Experience I (2)
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 levels (beginner, intermediate and advanced), each building on the experience of the previous level. Nurse anesthesia residents will have completed 4 terms of Clinical Simulation education prior to entering the operating room. This provides for enhanced skills and management development. This closely supervised clinical experience focuses primarily on the management of ASA I and II patients, although the management of ASA III through V cases may be included. It includes all pre-anesthetic and patient assessment activities for general, regional and MAC anesthesia, administration of the anesthetic and post-anesthesia 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 experiences will assist the resident in meeting the guidelines and requirements for the National Certification Examination. **Prerequisite:** DNAP 7550.

DNAP 7750 Clinical Experience II (2)
All subsequent 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 levels (beginner, intermediate and advanced), each building on the experience of the previous level. **Prerequisite:** DNAP 7650. **Co-requisite:** DNAP 8100.

DNAP 7850 Clinical Experience III (2)
All subsequent 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 levels (beginner, intermediate and
advanced), each building on the experience of the previous level. **Prerequisite**: DNAP 7750. **Co-requisite**: DNAP 8200.

**DNAP 7900 Pharmacology I (3)**

This course is the first in a series of four pharmacology courses. In this course the emphasis is on the fundamental pharmacological principles such as pharmacodynamics, pharmacokinetics, pharmacotherapeutics, drug metabolism and toxicology with special emphasis on acid-base metabolism, autonomic pharmacology, somatic motor pharmacology and neuropharmacology.

**DNAP 8000 Advanced Pharmacology II (3)**

This is the second in a series of pharmacology courses and it addresses specific intravenous anesthetic agents. Pharmacology II is a more intensive examination of the pharmacokinetics and pharmacodynamics of intravenous anesthetic agents, barbiturates, muscle relaxants and adjuvant drugs used in anesthesia. The scope of pharmacology is widened to include the effects of anesthetic drugs on the nervous system. The autonomic, sympathetic, parasympathetic and central nervous systems will be thoroughly examined. **Prerequisite**: DNAP 7900.

**DNAP 8010 Advanced 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 non-anesthetic 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 practice and with special focus on clinical applications. **Prerequisite**: DNAP 8000.

**DNAP 8020 Advanced Pharmacology IV (3)**

Pharmacology IV is the fourth course in a series emphasizing the pharmacology related to the cardiovascular, respiratory and endocrine systems. Pharmacology IV will also address the non-anesthetic drugs related to the practice of anesthesia. Topics addressing chronic pain management to include non-surgical therapies and holistic therapies. **Prerequisite**: DNAP 8010.

**DNAP 8050 Clinical Experience IV (2)**

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurological procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8050. **Co-requisite**: DNAP 8400.

**DNAP 8200 Anesthesia Concepts II (3)**

This course is an extension of DNAP 8100 Anesthesia Concepts I and includes the presentation of advanced techniques and monitors in anesthesia specifically related to regional and cardiothoracic anesthesia. Advanced concepts and techniques in pain management and critical care management following anesthesia will be discussed. The placement, management and interpretation of invasive monitors will be discussed. Advanced invasive monitoring techniques are explored and demonstrated to include the use of ultrasound guided techniques. 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 clinic experiences in DNAP 7850 Clinical Experience III 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. **Prerequisite**: DNAP 8100. **Co-requisite**: DNAP 7850.

**DNAP 8250 Clinical Experience VI (2)**

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurological procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8150. **Co-requisite**: DNAP 8500.

**DNAP 8220 Health Care Informatics (2)**

This course focuses on leadership and innovation related to the collection, development, organization, analysis and dissemination of information in an interdisciplinary health care environment. Students are introduced to the role of health care informatics, information systems and the information system life cycle, the electronic health record (EHR), telemedicine, clinical decision-making tools and other technology useful for enhancing health care delivery and patient safety. Students will learn how to apply theory to the design, use and manipulation of large and small databases to evaluate and monitor outcomes. Strategies for
the use and evaluation of information used by consumers and health professionals for health promotion, early detection, disease prevention and tracking will be explored. Students will also gain an understanding of the ethical considerations, laws and policies governing the oversight of health care information systems.

**DNAP 8230 Politics and Economics of Health Care (3)**

This course involves a study of the major pillars of health care politics and economics: cost, professional practices and innovations. The business of anesthesia and practice management along with healthcare finance principles will be addressed in this course.

**DNAP 8240 Health Care Policy Analysis and Advocacy (3)**

This course prepares the advanced practice nurse leader to advance the agenda of the rapidly changing health care environment by examination of health policy research and analysis. Students will focus on policy process and develop and implement policy agendas. Participate in collective decision making. Identify roles and key stakeholders. The course will address how to identify gaps in policy knowledge and provide opportunity for nurse leaders to engage in processes that influence policy decisions at the institutional, local, state, regional, national and/or international levels. The course will prepare the nurse leader to analyze the policy process and engage in politically competent care.

**DNAP 8300 Anesthesia Concepts III (3)**

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 DNAP 8050 Clinical Experience IV and throughout the remainder of the program. State-of-the-art computer simulation to assist the graduate student 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. **Prerequisite:** DNAP 8200. **Co-requisite:** DNAP 8050.

**DNAP 8350 Clinical Experience VII (2)**

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite:** DNAP 8250. **Co-requisite:** DNAP 8510.

**DNAP 8400 Anesthesia Concepts IV (3)**

This course is a continuation of Anesthesia Concepts III and includes the presentation of advanced techniques and monitoring in anesthesia specifically related to the specialty areas of regional anesthesia techniques and acute pain management. The advanced principles and techniques associated with each of the specialty areas of practice will be presented, discussed, explored and demonstrated through the use of high-fidelity mannequins and ultrasound. In this course, through the use of ultrasound, evaluate normal anatomy, identify nerve anatomy and learn ultrasound-guided techniques. The topics are also integrated with learning labs, workshops, continuing clinical experiences and throughout the remaining of the program. State-of-the-art computer simulation to assist the graduate student in the integration of didactic and clinical skills is included. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. **Prerequisite:** DNAP 8300. **Co-requisite:** DNAP 8150.

**DNAP 8410 Anesthesia and Coexisting Diseases (3)**

This course integrates the clinical pharmacology of anesthesia with coexisting disease states and the perioperative implications to anesthesia care. Content is paired and coordinated in conjunction with the advanced principles of anesthesia course and expands on physiology and pathophysiology taught in previous semesters. Additionally, content is integrated and applied to nurse anesthesia practice.

**DNAP 8420 Organizational and Systems Leadership in Health Care (3)**

This course provides knowledge and skills relevant to systems leadership in clinical practice. Graduates will be prepared to assume leadership positions through skill development and the application of knowledge in addressing complex clinical practice, safety and organizational issues. Content areas may include political science, anthropology, workforce diversity, economics, human relations communications, ethical, legal, organizational behavior, systems leadership, change management, marketing and conflict resolution strategies as they relate to safe and effective patient centered care in complex environments. This course will also 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.

**DNAP 8430 Health Administration Law and Ethics (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.

**DNAP 8440 Advanced Practice Nurse Role in Leadership and Health Care (3)**

This course will introduce the student to the multiple roles of the advanced practice nurse. Historical, professional, political and cultural components of the roles are presented as well as legal and ethical issues faced by advanced practice nurses. The business areas of advanced nursing practice, such as management, reimbursement and finance. Role development challenges, such as chemical dependence and wellness, inter professional collaboration, etc.

**DNAP 8450 Clinical Experience VIII (2)**

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional
techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. 

DNAP 8500 Current Topics in Anesthesia I (1)
The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. Co-requisite: DNAP 8250.

DNAP 8510 Current Topics in Anesthesia II (1)
The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. Co-requisite: DNAP 8350.

DNAP 8520 Current Topics in Anesthesia III (1)
The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. Co-requisite: DNAP 8450.

DNAP 8530 Current Topics in Anesthesia IV (1)
The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. Co-requisite: DNAP 8550.

DNAP 8550 Clinical Experience IX (2)
Clinical experiences at the advanced level continue to be supervised, but greater expectation is placed on the nurse anesthesia resident to demonstrate increasing autonomy and utilization of appropriate critical thinking and decision-making skills in the management of all classifications of patient from ASA I-V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination. Prerequisite: DNAP 8450. Co-requisite: DNAP 8530.

DNAP 8650 Clinical Experience X (2)
Clinical experiences at the advanced level continue to be supervised, but greater expectation is placed on the nurse anesthesia resident to demonstrate increasing autonomy and utilization of appropriate critical thinking and decision-making skills in the management of all classifications of patient from ASA I-V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination. Prerequisite: DNAP 8550.

DNAP 8700 Pharmacogenomics (2)
Pharmacogenetics/pharmacogenomics is the study of how an individual's genetic inheritance affects the body's response to drugs. This course will examine factors that affect drug response including genetics as well as additional factors such as environment, diet, age, and concurrent drug therapy and health status. Methods important to pharmacogenomics research will be presented. The course will use a combination of lectures, assignments (including discussion board activities) and student-led discussion of recent papers from the primary literature. The goal of this course is to provide students an understanding of pharmacogenetics/pharmacogenomics in the context of variability in drug response and the application of pharmacogenetics to drug development and drug treatment.

ECED - Early Childhood Education

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 in order to understand and define best practices in early childhood education. By studying various models and approaches to this field, students gain an understanding of the state of the art of early childhood education and the forces shaping its future underscoring legal and ethical responsibilities to children, families, and colleagues with their communities. Topics such as administrative planning of programs, environments, personnel policies, management, maintenance, and budget are discussed. Students examine forces that shape the future of early childhood education and the role teachers play in that future. Embedded field experiences are planned and sequenced so that students develop the knowledge, skills and professional dispositions necessary to promote the learning of young children across the entire developmental period and within a variety of settings that offer early education.

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. Prerequisites: ECED 5431, ECED 5461, ECED 5462 with B or better and all required courses must be completed. Co-requisite: ECED 5950.

ECED 5200 Independent Study (1-3)
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. May be repeated for credit if content differs.

ECED 5410 In-Service Topics (1-3)
In-service courses are designed to provide degree-seeking students 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.

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 specific observations of each child to promote a comprehensive plan 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 and ECED 5430.

ECED 5460 Curriculum Design (3)
Concurrent registration in ECED 5461 Preprimary 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 projections that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Emphasis is placed on continuity of learning experiences for children, integration of subject matter knowledge through project studies and daily life experiences, and a negotiated learning process, which allows children and teachers to adjust and readjust their expectations through ongoing questioning and reorganization of experiences. Prerequisites: ECED 5010.

ECED 5461 PrePrimary 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 preprimary grades. Prerequisites: EDUC 4740, ECED 5431 and 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 and ECED 5460.

ECED 5466 Preprimary Practicum Early Childhood Special Education (1)
Concurrent registration in ECED 5830 Topics in Early Learning: Early Childhood and Special Education Curriculum and ECED 5830 Topics in Early Learning: Assessment and Intervention of Infants and Young Children is required.

The focus of this 1-credit-hour practicum is observation and participation in inclusive classrooms in the preprimary grades. It centers on implementation of intervention strategies for children with Individualized Education Plans (IEPs). Prerequisites: EDUC 4740, ECED 5431 and ECED 5460.

ECED 5470 Observation, Documentation and Analysis of Learning in Early Childhood Education (3)
In this class, students will develop an understanding of how documentation based on close observation of children's learning processes helps to make learning visible and shape the learning that takes place in young children. They will learn why assessment of young children's strengths, progress and significant concerns that require focused intervention call for assessment strategies that are developmentally appropriate, culturally and linguistically responsive, connected to relevant children's daily activities and inclusive of families. Following an inquiry-based structure and cycle of learning and teaching, students will evaluate the impact of the children's activities and teacher strategies and create change in early childhood programs. The importance of continued professional development and continued accountability will also be emphasized. Students must have access to children, preferably in a classroom setting. Prerequisite: ECED 5010.

ECED 5480 Math Methods for the Young Child (3)
Students explore ways to support the young child's construction of knowledge in regard to numeracy. The educational implications of current cognitive theory and related research are examined. The Content and Process Standards developed by the National Council of Teachers of Mathematics (NCTM) provide a framework for teaching strategies. The course courses on children's mathematical learning in pre-kindergarten through third grade. Prerequisite: ECED 5460.

ECED 5510 Understanding and Supporting Children's Thinking (3)
Students examine theory and research on cognitive development while considering the integral relationship with the development of children's social intelligence. Emphasis is placed on the study of children's memory, perception, language and literacy, logical-
This study tour examines the process of observation, questioning, and documentation to study children's thinking and learning processes. Curriculum implications with connections to state and national standards will be explored with an emphasis on project-based and inquiry based learning. Students will learn how to develop strategies to scaffold children as individual and group learners. **Prerequisite:** ECED 5670.

**ECED 5670 Social Intelligence and Relationships: The Foundations for Learning (3)**

Students examine theories and research in regard to social intelligence and the development of relationships. The integral linkage of social and moral development with children's intellectual development is explored. Curriculum implications for diverse learners are examined. Emphasis is placed on interactions that foster mutual respect and trust with adults and children; the development of self-regulation and social responsibility; self-esteem, social knowledge and competence; cooperation and collaboration, and positive dispositions toward learning and life. A focus will be placed on children as individual and group learners. Connections will be made to state and national standards. Students use action research methods involving observation and documentation to study children's behaviors and learning processes. Ecological systems perspectives of the child, within the family, and within the community will be integrated throughout the course.

**ECED 5670 Social Intelligence and Relationships: The Foundations for Learning (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 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 pedagoga. 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 pedagoga. 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 (3)**

Topics courses are designed for educators who work with children from birth through age eight and/or their parents. Topics are added as developments occur in the field of early learning and as teachers who are working this area indicate their interests and concerns. This course number may be repeated for credit with different topic designations.
ECED 5840 Issues in Parenting (3)
This course is designed to expose students to the development and use of a variety of effective techniques for interacting with parents of young children. Students explore situations such as parent-teacher conferences, parent meetings, the use of parents as volunteers, and parents as policymakers. Attention also focuses on needs of the single parent, the student parent, parents working outside the home, foster or adoptive parents, and the older parent.

ECED 5850 Practicum in Early Childhood Education (1-4)
This practicum offers a variety of options for placement and foci for learning. Students may participate in programs for infants and toddlers, preschool-age children, kindergarten, early elementary, early childhood special education, or parent education. The learning focus may be on child development, curriculum, applied research, administration, and/or parent education. May be repeated for credit. Prerequisite: Permission of the early childhood coordinator.

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, exceptionalities, language, religion, sexual orientation, and geographical area. Early childhood education in different countries and cultures will be discussed and ideas generated about implication 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 5950 Apprentice Teaching: Early Childhood (9)
Teacher certification candidates only. This course is meant for candidates seeking certification in early childhood education at the primary level. Apprentice teaching placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts. Prerequisites: ECED 5431, ECED 5461, ECED 5462 (practica must be passed with B or better grades); passing score on state required content area exam; and all courses completed. Co-requisite: ECED 5096.

EDIN - Education and Innovation

EDIN 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.

EDIN 5180 Creativity and Innovation (3)
This course explores creativity and innovation from a multidisciplinary perspective. In particular, it considers how these complex and dynamic phenomena have been defined, evaluated and cultivated in a variety of applied settings. The course covers a range of topics including: distributed creativity, co-creation and user innovation, the creative process, the role of objects in creativity, imagination, societal forms of creativity and innovation.

EDIN 5190 Leadership and Innovation (3)
This course introduces managers, trainers and educators to the principles of interdisciplinary team collaboration and leadership, change leadership and cultivating a "culture of creativity" in organizations. The students experiment and evaluate methods for promoting team-building for innovation in their own organizations.

EDIN 5200 Independent Study (1-3)
Students with special interest or needs that are not met by an existing course 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. An independent study may not duplicate an existing course that covers the subject.

EDIN 5410 In-Service Topics (3)
In-service courses provide degree-seeking students with practical applications of current research and methodology. These courses require the advisor's approval (prior to enrollment) to be included in a student's graduate program. May be repeated for credit if content differs.

EDIN 5490 Seminars in Education and Innovation (1-3)
Seminars are designed to focus on current research in various topics in Education and Innovation and their real-world applications. May be repeated for credit if content differs.

EDIN 5620 Mindfulness (3)
This course provides an introduction to the concepts and practice of mindfulness. The course emphasizes the practice of the moment-by-moment awareness of one's thoughts, emotions, bodily sensations and surrounding environment. Students review research on the impact of mindfulness practice on physical and mental health, and the effects of mindfulness on teaming environments. Students design a mini mindfulness retreat.
EDIN 5622 Restorative Justice: Learning Communities (3)
This course examines the roots of restorative practices in indigenous cultures and in the reform of juvenile and adult justice system. Emphasis will be on (a) application of restorative justice techniques in the workplace and educational settings, and (b) on evaluation of the impact of restorative practices on the climate and norms (including bullying and aggression) in families, peer groups, formal, informal and virtual learning communities.

EDIN 5624 Transformative Learning (3)
Transformative learning is the expansion of consciousness through the process of first questioning and deconstructing one's worldview, identity and ways of thinking, and then revisioning, reframing and reintegrating them. In this course, participants read and reflect on the theories and recent research in transformative learning and examine how transformative learning applies to their own life experiences, to educational practice and to transformation of collective consciousness.

EDIN 5630 Creative Multimedia Design for Innovative Learning (3)
In this project-based course, students explore new instructional design orientations for teaching and learning in a media rich culture. Intensive use of multimedia presentation and instructional delivery tools is a hallmark of this course. Students will learn to design, plan and evaluate integrated instructional experiences with multimedia applications and approaches. They will also learn to use search and media aggregation technologies to find effective instructional delivery resources that enhance learning designs.

EDIN 5650 Design Thinking (3)
Designing experiences that focus on how people and organizations grow and thrive is a systematic and thoughtful process. This course is concerned with helping students think about and engage in design thinking as a way to engage learners and build innovative learning tools, products and environments. It practically focuses on using design thinking to plan prototype and build learning experiences.

Globally, learners and audiences for systematized educational offerings have changed markedly since the rise of the Internet and World Wide Web. In every country, today's learners and audiences are defined by a deep hunger for information and an insatiable desire for knowledge. In developed economies, an openness to messaging from many different sources define daily existence. Educators in all settings must be agile and innovative in order to maintain engagement and build audience interest via meaningful curriculum as well as "classroom" offerings. In this course, we explore Design Thinking as a catalyst for reshaping learning experiences toward more innovation. We examine ways of developing novel learning designs to solve real-world living and learning problems to meet the needs of diverse learners.

EDIN 5750 Special Institute (1-3)
Various special institutes to provide sponsored research or project-based learning, field-based or international travel-based experiences. May be repeated for credit if content differs.

EDIN 5800 Research Designs for Education and Innovation (3)
This course enables students to develop strategies and methods to investigate a focused research question or to conduct an interdisciplinary problem-solving project within their workplace or learning environment. Prerequisite: Advancement to candidacy.

EDIN 5840 Innovations in Learning Systems: Global Perspectives (3)
Comparing innovative learning models and educational systems from various countries increases intercultural understanding and provides insight into one's own philosophies, beliefs, values and methodologies. Each participant investigates and compares innovative systems across two or more nations or cultures and presents reports for class evaluation and discussion.

EDIN 6000 Graduate Certificate Project (3)
The graduate certificate project is the culminating experience in a graduate certificate program. Examples include a presentation or demonstration for an organization, a school district or a community group; a project or a research project; or an action research project report.

EDIN 6001 Integrated Studies: Education and Innovation (3)
In this capstone course, students develop and implement a comprehensive project in their specialization area. The project may be a field-based design, implementation and evaluation of a course, program or a professional development plan for other educators; or it may be a research project. Prerequisite: Completion of 27 hours of coursework in the MA program.

EDIN 6250 Thesis (3-6)
The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library.

EDOC - Doctor of Education

EDOC 7000 Doctoral Module (1-3)
This course is designed for instructors to cross-list with the content courses in the doctoral emphasis areas. The course is to be added to a content course in order to ensure academic rigor in the doctoral program. Students will develop academic reading and writing competence in preparation for doctoral level research. The course will ensure that students read extensively, understand the epistemological and ontological assumptions of a theory or empirical research, be able to negotiate for the positionality of their own writing, gain synthetical and analytical competence in reading and writing, lead class discussion with multimodal or digital representations and write succinctly and precisely as a doctoral student. Students who want to register in this course without cross-listing with a content area course will need an approval from the EdD director. The course can be repeated with a different section number.

EDOC 7001 Doctoral Writing Seminar (3)
This course is for increasing the doctoral students' academic writing competence and to prepare them for dissertation writing. The course will prepare students for reading and writing academic texts extensively. It offers hands-on experience for using research databases, creating in-text citations and references with relevant software and educating students about citation format (APA, MLA or Chicago Style). In this course, logic-of-inquiry or systematic consistency will be emphasized. Doctoral students will read examples of dissertations and understand the role of the literature review in context. Epistemological and ontological assumptions will be explored. In addition, doctoral students will learn about the
skills and strategies for writing a literature review with relevant synthehtical and analytical competence.

EDOC 7002 Quantitative Research Methods (3)
This is a doctoral level quantitative research methods course. The course focuses on identifying the logic-of-inquiry, epistemological and ontological stances of research studies using quantitative methods. Students will learn about human subjects research, obtain the training required by the IRB, read extensively about quantitative studies published in academic research databases, What Works Clearing House and ProQuest. Students are required to be competent in determining sample size, statistical power, generalizability, validity and reliability upon completion of the course. Students will have hands-on experience with SPSS, understand the rationale and logic behind the statistical results and know how to determine if a study yields significant results.

EDOC 7003 Qualitative Research Methods (3)
This is a doctoral level qualitative research methods course. The course focuses on identifying the logic-of-inquiry, epistemological and ontological stances of research studies using qualitative methods. Students will be able to understand a variety of qualitative research methods, focus on case studies, ethnography, narrative studies and grounded theory research. Students will utilize a variety of data analytical approaches such as narrative analysis and discourse analysis as well as understand the systematicity required for data collection (triangulation) and analysis. Students will develop competence in determining the credibility and trustworthiness of a study. Data collection methods will be explored and Nvivo data analysis will be applied.

EDOC 7004 Prospectus and Dissertation Writing (3)
This is a one-on-one course between a prospective dissertation chair and a doctoral student. The objective is to prepare the student to write the prospectus, which is the first three chapters of the dissertation, so that the student will be ready to defend the prospectus in the subsequent term. The students should identify the rest of the dissertation committee and obtain comments and feedback from all members regarding their prospectus before the end of the term. IRB approvals for dissertation projects which involve human subjects should be submitted by the end of the term. A final draft of the prospectus should be submitted as the final deliverable for the course. Doctoral students are recommended to work closely with the Writing Center for improving their academic writing quality. Students need to ensure that their writing will not require major editing towards the later stage of dissertation writing. Students pursuing the Emphasis in Special Education: Severe Developmental Disabilities and Autism take SPED 5850 in lieu of this course.

EDOC 7120 Global Histories and Politics in Education (3)
This course is a comparative review of modern educational systems and learning experiences in different countries. Students discuss the ways in which educational systems have been influenced by industrialization and global capitalism. The rise of globalization, the information economy, and their effect on modern education theory as well as educational systems will be viewed as an important backdrop. Other recent attempts and current trends to influence and reshape schooling in the light of emergent educational philosophies will also be explored. Students take this course twice. **Prerequisite:** Admission to the doctoral program.

EDOC 7140 Educational Equity and Ethics: Theory and Policies (3)
In this course, students will examine several ethical frameworks as lenses for understanding, evaluating, and developing standards for ethical practice put forth by educational professional organizations, as well as district and school policies. Students will apply these ethical frameworks to local, national and global issues related to educational equity. **Prerequisite:** Admission to the doctoral program.

EDOC 7150 Seminar: Social Justice, Transformative Learning and Issues in Global Education (3)
This seminar is a segue from typical instructor-guided courses to the independence of dissertation research. The academic focus of this course is to examine global education issues and theories that affect the lives of children (i.e. theories that initiate social and educational change). Candidates will study the intersection of theory and practice and its role in pedagogy and social change. Theorists which may be examined are: Friere, Metrosow, and Bandura, to name but three. **Prerequisite:** Admission to the doctoral program.

EDOC 7500 Service Learning Practicum (3)
This course is a comparative review of modern educational systems and learning experiences in different countries. Candidates discuss the ways in which educational systems have been influenced by industrialization and global capitalism. The rise of globalization and the information economy and their effect on modern educational theory as well as educational systems will be viewed as an important backdrop. More recent attempts to reshape schooling in the light of emergent educational philosophies will also be explored. Students will take this course twice. **Prerequisite:** Admission to the doctoral program.

EDOC 7505 Second Service Learning Internship (3)
EDOC 7505 is designed for students who have taken EDOC 7500 and passed the comprehensive exams. Students will inquire into issues of professional and personal interest within the field and relate service learning to transformative learning. The course may be taken in a group with a shared learning and service experience or as an individualized designed learning and service experience with the approval of the course instructor of record and the director of the EdD.

EDOC 7510 Interdisciplinary Pro-Seminar I (2)
This course will introduce the candidate to the increasingly complex world of educational research; the doctoral process; allow the candidate to refine his/her ‘burning question’/dissertation inquiry; begin the annotated bibliography and literature review as foundation for future educational research in preparation for the dissertation document; and develop a first draft of the organization of the dissertation. **Prerequisite:** Admission to the doctoral program.

EDOC 7520 Interdisciplinary Pro-Seminar II (2)
In this course, the candidate will refine the ‘burning question’ and continue to develop the annotated bibliography, the focus of the second seminar is to write a draft of Chapter 1 of the dissertation. In this course the candidate will continue the doctoral process; refine his/her burning question/dissertation inquiry; continue the annotated bibliography and literature review as foundation for future educational research in preparation for the final dissertation document. **Prerequisite:** Admission to the doctoral program.
EDOC 7530 Interdisciplinary Pro-Seminar III (2)
In this course, the student will: (1) review at least 4 (four) types of educational research and apply each to his/her research interest/burning question; develop a rationale for a specific choice of research; (2) continue to perfect the literature review; and (3) write the first draft of the Dissertation Chapter 2: Literature Review. This product will be a living document. The Draft Literature Review may be added to and/or revised until entire dissertation is completed. This will be Key Assessment 4. Prerequisite: Admission to the doctoral program.

EDOC 7540 Interdisciplinary Pro-Seminar IV (2)
This course will provide methods to develop the skills to apply inquiry and research to identify and support transformative learning for individuals, organizations, and communities. The student will write the first draft of Chapter 3 of the dissertation, Research Design and Methods. The student will begin to develop a draft of the final chapter of dissertation: Proposed Application to Study to Support Transformational Learning in the Global Community and secure IRB approval for this final project. Prerequisite: Admission to the doctoral program.

EDOC 7901 Doctoral Apprenticeship (3)
The doctoral apprenticeship is for doctoral students to accumulate research, teaching, leadership and/or service experience in academic and social settings, while working one-on-one with a faculty mentor. The course is facilitated by an instructor, who will assist in pairing up the mentor and mentee. Students are encouraged to work with faculty mentors who will be their dissertation chairs or committee members. The apprenticeship consists of four options: Option One allows the doctoral student to assist a faculty mentor in research and publication; Option Two allows the doctoral student to assist a faculty mentor with conference proposal writing and presentation; Option Three allows the doctoral student to assist a faculty mentor with coursework development; Option Four allows the doctoral student to provide volunteer service in a local community or global location through teleconferencing. The objective is to make the apprenticeship a mutually beneficial experience for both the faculty mentor and the doctoral student. This is a pass or fail course.

EDOC 7902 Comprehensive Exam and Prospectus Defense (3)
This course is designed for students to complete the comprehensive exam and prospective defense. Students who pass the comprehensive exam will make advancement to doctoral candidacy. The comprehensive exam is credit-bearing (3 credit hours) and will happen during the Summer; the prospectus defense should happen after the student passes the comprehensive exam and is non-credit-bearing. This is a pass or fail course. Students who pass the comprehensive exam will earn the credits with a pass. Students who fail the comprehensive exam on the second attempt will fail the course. The course creates a streamline process for students to enter the dissertation writing phase in the subsequent term or semester. Students who cannot complete the prospectus defense due to scheduling difficulty with the dissertation committee can attempt the prospectus defense in the subsequent term or semester. Prerequisites: EDOC 7001, EDOC 7002, EDOC 7003 and EDOC 7004 or SPED 5850.

EDOC 8000 Doctoral Dissertation Research and Writing (1-5)
The student works to complete the doctoral dissertation research and write the dissertation. Candidates may register for 1-5 credit hours at a time per individual need. Candidates are required to complete 10 dissertation research credit hours. Prerequisite: The student must have successfully completed all other doctoral course work, passed comprehensive exams and achieved status of doctoral candidate.

EDOC 8010 Doctoral Project Completion (1)
This doctoral project completion credit (semester long registration) is for students who have completed the 10 credit hours of EDOC 8000 requirements and are still making reasonable progress in their dissertation writing. The course will keep the students active in the system and it can be repeated during the seven years’ program window. The course will be registered with the dissertation chair or the EdD director. The instructor(s) will assess the student's performance with a letter grade or pass/fail. Prerequisite: The student has completed 10 credit hours of EDOC 8000.

EDOC 8020 ProQuest Publication of Dissertation (0)
This is to ensure that doctoral students will complete the submission to ProQuest after the Oral Defense. This is a crucial step in the dissertation process and it is mandatory for completing the doctoral degree. This is a pass or fail course. The completion will be marked by the EdD director.

EDTC - Educational Technology

EDTC 5010 Introduction to Technologies for Education (1-3)
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.

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 learner’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. May be repeated for credit if 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.

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.

EDTC 5180 Applications Software (1-3)
The courses listed below examine specific applications software, such as word processing, database, and spreadsheet packages. May be repeated for credit if content differs.

  • Microsoft Office (2-3)
    This course covers the basic software applications of Word, Excel, PowerPoint, and other supporting programs using Microsoft Office. Use of these applications as an instructional and managerial tool in an educational setting is emphasized.

EDTC 5200 Independent Study (1-3)
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 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 Coding for Learners (2)
Learners will explore fundamental principles of programming, Coding for Learners engages the students with multiple skills and learning processes. Concepts include procedural, event driven programming and stepwise refinement. Emphasis will also be on the rationale for using coding in the learning environment as a tool for teaching/instruction.

EDTC 5255 Physical and Virtual World Coding (2)
Learners will use the fundamental principles of programming to develop cross-platform online software for physical and virtual worlds. The learner will learn to apply block style programming language as well as a syntax based language. Prerequisites: EDTC 5250 or permission of the instructor.

EDTC 5290 Video Production for Teaching and Learning (3)
This course enables participants to plan, design, script, produce, edit and present videos. Emphasis is on classroom lesson designs 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 Techniques in Video Production for Teaching and Learning (3)
This course is designed for those with some experience in video creation who want to take their skills to the next level. It will focus on creating high quality video to be used in instruction. Students will learn the importance of lighting and audio to creating good video, how to use green screens to expand your videos outside your school, bringing your videos to life with basic video animation, and a variety of options to publish your videos to the world. It will also demonstrate a variety of budget-friendly tools to improve the quality of your videos. This course is perfect for those interested in flipped learning, tutorial creation, or creating content videos for your students.

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 Bezier 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 creative design activities.

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 usage 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. May be repeated for credit if content differs. A limited number of credits may be applied to the MET degree.

- **AR in the Classroom (1)**
  This course will demonstrate how to use Augmented Reality (AR) in the classroom to merge with curriculum and bring traditional topics to life! Topics include terminology, various types of AR, and how to create an AR for use on mobile devices or on a computer. Hands on application will include downloading free apps for i-devices and android devices, handouts that will work with the free apps, links and readings on where to go to locate more print outs, and demonstrations of how to create an AR from beginning to end. Students should bring their own mobile device to class to experience the excitement of AR first hand.

- **Assistive Technology Tools for Literacy and Learning (1)**
  This course focuses on low-tech to high-tech assistive technology tools in the area of literacy for individuals with special needs, such as cognitive impairments, autism and learning disabilities. Students will engage in hands on activities with various strategies, software and hardware to gain the skills and resources for feature-matching tools based on barriers to reading and writing.

- **Comic Life: Applications for the Classroom (1)**
  Bring your digital photos and illustrations to life by using them to create your own comic books. It is easy to do and can bring digital photography to a much higher level. In this class you will learn how to use a piece of software called Comic Life (free trial available for Mac & Windows) to transform your digital photos into comic book pages. Learn how comic book making can support your curriculum and the benefits of enhancing lesson and engaging students using Comic Life. Add text, effects, and filters to create the look you want. Several resources will also be shared and discussed in order to generate ideas on how to integrate comic book making into the classroom.

- **E-learning in the Classroom (1)**
  Today's learning professionals are often called upon to produce effective and engaging video content to support classroom training. This course will explore ways in which screen cast recordings can be used to enhance curriculum using software such as Articulate Presenter, Replay, and Storyline. Students will learn to combine audio, screen, and webcam recordings into micro-lessons. Activities include recording, editing, and publishing video files.

- **Flip Your Classroom (1)**
  Access to global networks and shared resources has become much easier, either through the use of personal devices or through the use of learning technology. Instructors are looking for new ways to utilize these technologies to improve their teaching and learning. Flipping the classroom is one way in which instructors can enhance their face-to-face classroom experience. This course will explore the challenges and opportunities presented when implementing a "flipped" learning environment.

  - **Google and Related Apps for Educators (1)**
    In this course you will learn how to use a variety of Google Tools in the classroom including Google Docs, hidden tips and tricks for power searching the internet, Google Earth, YouTube and a variety of other tools. This is a hands-on, project-based course designed to help educators learn the tools and how best to integrate them into a classroom.

  - **Mobile Devices in the Classroom (1)**
    This course will discuss capabilities and terminology associated with mobile learning, and how mobile applications can be used in the classroom, in the business world, and in everyday life. We will examine how mobile devices 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 applications and browser extensions, and practice downloading and uploading. We will share curriculum content, various mobile devices, and basic classroom management ideas for a mobile learning environment.

  - **Multimedia in the Classroom (1)**
    This class will introduce multimedia programs and how to integrate them in the K-12 classroom. Emphasis is on classroom lesson design and teaching-learning applications. Students will be introduced to the concept of integrating multimedia and technology into curriculum in order to engage learners in higher order thinking skills and authentic learning experiences.

  - **Podcasting in the Classroom (1)**
    In this course you will learn how to search for the millions of podcasts that already exist, how to subscribe to them, and how to utilize them in your classroom. You will also learn how to create your own podcasts with an emphasis on student creation. This is a hands-on, project-based course designed to help educators best choose, create and integrate podcasts in their classroom.

  - **QR Codes in the Classroom (1)**
    This course will demonstrate how to use Quick Response (QR) codes in the classroom to merge with curriculum and bring traditional topics to life! Topics include terminology, creating QR codes, and using them within the curriculum. Hands on activities will be demonstrated in the class. Students should bring their own mobile device to class to experience the excitement of QR codes first hand.

**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:** 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.

**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, and style sheets in educational settings will be covered. **Prerequisite:** EDTC 5550.

**EDTC 5560 Internet Applications (2-3)**

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.

- **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 5550.

**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. May be repeated for credit if the content differs.

**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 as the focus is on individualizing education and creating relevance in course materials specific to immediate needs.

**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 5640 Language Arts Instruction in a Digital Classroom (3)**

This class will address best practices in Language Arts instruction integrating differentiation, Reader's and Writer's workshop with digital resources in K-12 classrooms. This course will focus on making practical use of resources online and texts/literature commonly available in school settings. Participants will explore the elements of differentiated instruction specifically for high-incidence diverse student groups such as Gifted & Talented, ELL, special needs, and culturally diverse and appropriate teacher instructional responses. In this course you will gain practical experience from considering how to make the shift from differentiation theory to including differentiation into your teaching practice using the Reader's and Writer's workshop language arts model.

**EDTC 5701 Operations & Methods of Teaching Robotics: Sensors (3)**

This course focuses on fundamental principles and concepts of educational robots. Students will build and program robots with sensors, and explore teaching applications with robotic sensors in a variety of learning environments.

**EDTC 5702 Operations & Methods of Teaching Robotics: Robotic Arms (3)**

This course focuses on construction and operation of robots in educational settings. Students will be able to build and program the robot to manipulate its arm. Emphasis will be on teaching applications of robotic manipulation in a variety of learning environments.

**EDTC 5703 Operations & Methods of Teaching Robotics: Drones and UAVs (3)**

This course focuses on applications and methods of teaching robots. Students will be able to program the drone and other unmanned aerial vehicles (UAV) and remote operate vehicles (ROV). Emphasis will be instructional strategies and evaluation methods of robotic drones in a variety of learning environments.

**EDTC 5705 STEM Pedagogy and Instruction (3)**

In this course, students will explore STEM (Science, Technology, Engineering and Mathematics) teaching strategies. Emphasis will be on strategies for understanding of complex concepts, problem solving and research. Collaborative and project-based learning approaches are modeled in this course.

**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 Technical Environment Management (2)**

This course is designed to provide hands-on technical management skills. Topics include equipment attainment, installation, maintenance, troubleshooting, and technical support.

**EDTC 5740 Designing Educational Technology Facilities For Educators (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 via
video 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 5747 Professional Development in Educational Technology (3)**

Students will learn how to facilitate, coordinate and design professional development programs for educational technology initiatives such as STEM, Project Lead the Way, Student laptop initiative and Google Classroom. Students will learn how to create a vision and culture for learning and will engage in collaboration with multiple stakeholders while building partnerships and innovation in a variety of settings.

**EDTC 5750 Special Institute (1-3)**

Various institutes are offered to provide a wide range of workshop experiences and contemporary topics in the area of educational technology. For more specific and current information, contact the School of Education. This course may be repeated for credit if the content differs. Prerequisite: Permission of the Educational Technology Coordinator.

**EDTC 5770 Using Mobile Apps for Learning (3)**

Locating, selecting and utilizing mobile applications for educational use are important skills for the digital-age educator. In this course we explore the ways in which smartphone and tablet applications can be used in educational and learning situations. Specific applications for subject area goals as well as administrative uses will be evaluated and utilized. Students will develop lessons and activities based on tablet and smartphone apps with particular reference to Apple iOS and Android.

**EDTC 5775 Developing Mobile Apps for Learning (3)**

Developing mobile applications is an emergent area in educational settings. The principles, practices and possibilities of app development for improving educational experiences is transformative. In this course we develop mobile applications for use in learning environments. We also examine the ways in which mobile programming environments can be developed for rapid application development. Prerequisite: EDTC 5770.

**EDTC 5820 Designing an Online Course Part I (2)**

This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course.

**EDTC 5825 Designing an Online Course Part II (2)**

This course will engage the student in building an online course using online software. Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course. It is a continuation of EDTC 5820. Prerequisite: EDTC 5820.

**EDTC 5830 Videoconferencing: Collaboration and Learning (3)**

Students will develop skills in using videoconferencing techniques in support of collaboration, distance communication and learning, and professional development. The focus of this course will be to access and share global resources to attain professional goals.

**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 5460.

**EDTC 5900 Technology, Ethics, and Society (3)**

This course will engage social ethics in response to its impact on the developing technologies of global societies. Students will explore the relationship of technology through various philosophical and/or moral perspectives. This course will assist students in exploring their implicit values as they relate to technology.

**EDTC 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. Co-requisite: EDTC 6136.

**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
with media, students will explore processes for becoming effective educational technology facilitators. **Co-requisite:** EDTC 6301.

**EDTC 6301 Technology Project Management Internship (1)**
This course is a semester long internship. **Co-requisite:** 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. **Co-requisite:** EDTC 6461.

**EDTC 6461 Design of Technology Supported Learning Environments Internship (1)**
This course is a semester long internship. **Co-requisites:** 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. **Co-requisite:** EDTC 6461.

**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 - Education**

**EDUC 5080 Planning for the Inclusive Classroom (3)**
Students in this course are introduced to strategies that promote the social and academic integration of children with disabilities, English Language Learners and children from culturally and linguistically diverse backgrounds into the general education classroom. Topics include inclusive education philosophy and
research, collaborative practices, roles and responsibilities working with paraeducators, transition planning (to more inclusive settings, between grade levels, and to post-school options), grading options for students with disabilities in general education, making Action Plans/Futures Plans, diversity issues, parent collaboration and communication, curriculum adaptations, differentiated instruction, response to intervention, positive behavior supports and use of the SIOP model with English Language Learners.

EDUC 5210 In-Service Education (1-4)
Webster offers various graduate in-service courses that are not part of the existing curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: Prior approval of the advisor.

EDUC 5410 In-Service Topics (1-4)
In-service courses provide degree-seeking students with practical applications of current research and methodology. These courses require the advisor's approval (prior to enrollment) to be included in the student's graduate program. May be repeated for credit if content differs.

EFGS - Education for Global Sustainability

EFGS 5000 Foundations of Global Sustainability (3)
This course traces the historical and theoretical development of the concepts of sustainable development, global sustainability and the sustainability mindset. Practical concerns about economic, social and technology development and their impact on planetary ecosystems including human socio-cultural systems are examined. Emphasis is placed on how to support learning about global sustainability.

EFGS 5020 Adventure Education: Personal Development (2)
This course recognizes that personal development is a prerequisite to professional growth. Intensive challenge using both natural and urban environments is the vehicle for students to look at themselves; to learn to trust themselves and a group; to learn that some tasks require more than normal effort; and to learn that they have the resources to give.

EFGS 5080 Energy Conservation (3)
A field-based course, this intensive workshop provides a behind-the-scene look at energy providers in Missouri. The experiences of the course challenge participants to synthesize the information they gather and develop curricula that share concepts and build understanding about our choices and responsibilities as energy consumers.

EFGS 5100 Adventure Education: Cooperation and 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 course 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.

EFGS 5200 Independent Study (1-3)
Graduate students with special interests in education for sustainability 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 assessment. In no case can an independent study be set up when an existing course already covers the subject. May be repeated for credit if content differs. May be repeated for credit (limit 6 hours for certificate). Prerequisite: Must be degree-seeking.

EFGS 5220 Teaching Sustainability Through Literature (3)
This course explores the interdisciplinary potential of children's and adult literature with an emphasis on fiction that addresses the social, economic and environmental aspects of sustainability. While reading a number of traditional tales, picture books, chapter books, and iconic texts, participants will apply systems thinking, ecocriticism and rhetorical analysis to the reading of literature, gain an understanding of the history of environmental awareness, appreciate the importance of a sense of place, work on lesson plans that can be replicated in the classroom, and reflect on their personal learning outcomes and applications. Prerequisite: EFGS 5000 or permission of the program coordinator.

EFGS 5240 Creating Sustainable Schools (3)
What does a sustainable school look like? What do educators need to know to be highly qualified instructors with an understanding for education for global sustainability? Educators are facing new territory as they try to create facilities, curriculum, and community connections that transform schools into 21st century learning environments. This course will help participants explore strategies for creating a school that can claim education for sustainability.

EFGS 5250 Child as Naturalist (3)
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.
**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 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 (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 the instructor.

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

**ENMG 5300 Environmental Accounting (3)**
This course covers corporate environmental accounting; activity-based costing; federal, state, and municipal accounting; and quality control. Topics also covered include the 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 Environmental Sustainability (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 extent society’s behaviors impact the problem and the potential for individual change and civic engagement.

**ENMG 5410 Environmental Ethics and Decision Making (3)**
This course is an advanced study of environmental issues from a moral and philosophical approach. This course explains the relationship between humans and their environment and raises the question of the role an individual plays as a citizen of a global society.

**ENMG 5420 Natural Resource Management and Sustainability (3)**
This course focuses on natural resource management and how it relates to sustainability. Students will be introduced to natural resource management with an emphasis on recognition, inventory, usage, and conservation. The primary viewpoint will be that of the United States, but global natural resource issues will be discussed as well.

**ENMG 5430 Energy Policy and Sustainability (3)**
This course introduces students to the fundamental principles, concepts, and methods of energy and environmental sustainability, including renewable/alternative energy and emerging technologies. The course explores the origins of energy sources and the principles underlying their use and evolution into their present forms. The course examines the nature and scope of energy and resource problems and investigates ideological, political, and institutional forces that shape policy-making and implementation.

**ENMG 5440 Environmental Ethics and Decision Making (3)**
This course is an advanced study of environmental issues from a moral and philosophical approach. This course explains the relationship between humans and their environment and raises the question of the role an individual plays as a citizen of a global society.

**ENMG 5450 Environmental Sustainability (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 extent society’s behaviors impact the problem and the potential for individual change and civic engagement.

**ENMG 5460 Environmental Ethics and Decision Making (3)**
This course is an advanced study of environmental issues from a moral and philosophical approach. This course explains the relationship between humans and their environment and raises the question of the role an individual plays as a citizen of a global society.

**ENMG 5470 Natural Resource Management and Sustainability (3)**
This course focuses on natural resource management and how it relates to sustainability. Students will be introduced to natural resource management with an emphasis on recognition, inventory, usage, and conservation. The primary viewpoint will be that of the United States, but global natural resource issues will be discussed as well.

**ENMG 5480 Energy Policy and Sustainability (3)**
This course introduces students to the fundamental principles, concepts, and methods of energy and environmental sustainability, including renewable/alternative energy and emerging technologies. The course explores the origins of energy sources and the principles underlying their use and evolution into their present forms. The course examines the nature and scope of energy and resource problems and investigates ideological, political, and institutional forces that shape policy-making and implementation.

**ENMG 5490 Environmental Ethics and Decision Making (3)**
This course is an advanced study of environmental issues from a moral and philosophical approach. This course explains the relationship between humans and their environment and raises the question of the role an individual plays as a citizen of a global society.

**ENMG 5500 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 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 5510 Environmental Law (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 the instructor.

**ENMG 5520 Environmental Regulations and Compliance Auditing (3)**
This course continues Environmental Law and also studies the compliance auditing issues that management of environment must encompass to meet the various regulations. Case studies are also used for the research of topics in compliance auditing. Prerequisite: ENMG 5100.

**ENMG 5530 Environmental Accounting (3)**
This course covers corporate environmental accounting; activity-based costing; federal, state, and municipal accounting; and quality control. Topics also covered include the 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 5540 Environmental Sustainability (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 extent society’s behaviors impact the problem and the potential for individual change and civic engagement.
Course Descriptions

ENMG 6200 Environmental Risk Management and Strategies (3)
This course integrates the types of information used for environmental management, including scientific, engineering, economic, and congressional information, into a final project. Methods used for retrieval of information will include online resources, use of CD-ROMs, and bibliographic indexes to obtain the most current information for the student’s final project. **Prerequisite:** Completion of all other required courses for the MS in environmental management.

ENTR - Entrepreneurship

ENTR 5000 Entrepreneurship Process, Methods and Innovation (3)
In this course students will gain insight into how entrepreneurs start businesses or become self-employed and investigate the unique innovation mindset that often accompanies a successful venture. Through engaging lectures and hands-on projects, students will explore their start-up ideas. Students will also discover how entrepreneurship processes and methods function and use them to develop their new venture feasibility plans.

ENTR 5200 Corporate Entrepreneurship (3)
Thinking and behaving as entrepreneurs within corporations is essential for any successful career. This course portrays techniques on how to think and act like entrepreneurs. Entrepreneurial behaviors within corporations that offer incentives to employees to promote entrepreneurial thinking are examined. Attendees will develop a workflow understanding of how entrepreneurs think and act by conducting corporate situational analyses. The entrepreneurial mindset is explained and students will develop a corporate entrepreneurial action plan.

ENTR 5220 Arts Entrepreneurship (3)
An arts entrepreneur can be defined as an individual who develops his/her passion for the arts into an entrepreneurial or self-employment opportunity. This course builds on the imaginative mindset utilized by artists and creative thinkers to operationalize their passions. Knowledge, skill sets and abilities to effectively negotiate the common space that bridges business and the creative arts are developed. This course also provides a framework for students inventing a pathway for practicing their artistic passions as arts entrepreneurs.

ENTR 6000 Entrepreneurship Capstone (3)
The entrepreneurship capstone focuses on bringing innovative ideas to fruition within a corporation. Students engage in activities that foster entrepreneurial actions to achieve competitive advantage and sustainable corporate goals. Students conduct entrepreneurial assessments within corporations, explore corporate entrepreneurial models and develop social enterprise capabilities within corporations. **Prerequisites:** ENTR 5000, ENTR 5200, MNGT 5960 and NPLR 5210; or consent of the instructor or department.

EPSY - Educational Psychology

EPSY 5001 Global Citizenship and Applied Educational Psychology (3)
The mission of Webster University is to transform students for global citizenship and individual excellence. In this course, graduate students learn about global citizenship and the application of psychology to education. Graduate students learn about schools, school systems, general education and special education. They learn about local and global societal issues and study the ethical guidelines of professional organizations such as the International School Psychology Association. Students read *Writing to Change the World* and *Publication Manual of the American Psychological Association*. They develop traditional professional writing and scholarship skills in applied psychology while also using new technology resources applicable for global and digital age learning environments. They develop skills in communicating, collaborating and building learning communities with peers and experts in order to create and maintain effective and supportive learning environments for children and others.

EPSY 5060 Psychoeducational Assessment I (3)
This course introduces the conceptual, ethical, and legal issues related to psychoeducational assessment of children and adolescents. Graduate students explore the use of assessment methods to evaluate the assessment of learning, learning difficulties, and student achievement. Topics include descriptive statistics, measurement, and the assessment methods used in standardized achievement tests as well as general guidelines for selection of types of assessment methods for individual children (e.g., standardized test, direct observation, questionnaire, interview). This course is focused on academic performance and achievement tests, but connections with other assessments such as intelligence, language, perception, and motor skills tests are also included. Graduate students also explore various academic interventions that result in improved achievement outcomes for students.

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.

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. Graduate students enrolled in this course gain knowledge of principles and research related to resilience and risk factors.
for individuals as well as diverse family systems, schools, communities, and cultures. In addition, students will learn about effective crisis prevention and responsive services and multiple ways to promote psychosocial resilience and recovery in children and youth from diverse backgrounds.

EPSY 5170 Behavioral Management (3)
This course, which is comprehensive and research-based, offers practical ideas for creating positive classroom and school climates. Students will learn about organizing and managing classrooms, improving instruction, preventing disruptive behavior, dealing with classroom discipline problems that arise, and developing school-wide positive behavior programs. In addition, students will learn about individualized plans for students experiencing persistent or serious behavioral problems. This course is intended for teachers, counselors, administrators, school psychologists and special educators.

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. May be repeated for credit if content differs. Prerequisite: Approval of the MA advisor.

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. 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 about how to incorporate "family" into curriculum and about family-oriented/supportive community resources. They will learn strategies to manage problem behavior in schools and skills to design, implement, and evaluate services that respond to culture and facilitate family and school partnerships.

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. This course develops skills in self-understanding, listening, and effective communication, interviewing, collaboration, and consultation. The final project for this course culminates is an interview research study of persons from different cultures.

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. Students will learn techniques to diffuse situations with families, teachers, and students in school.

EPSY 5380 Multicultural Counseling (3)
This counseling course is designed to assist students in understanding and valuing multicultural diversity so that they can strive toward becoming a culturally competent practitioner. Students will explore aspects of various cultural experiences (i.e., race/ethnicity, socioeconomic class, language preference, sexual/affectional orientation, gender, and religion) as they impact the counselee, counselor, and the counseling relationship.

Students will be asked to examine their own cultural background, values, and biases; students will also analyze the impact of those things on them as professionals working in school systems, community centers, educational programs, and social service agencies. Completion of this course will provide students with an understanding of current theories, trends, and issues in counseling special populations. Additionally, this course will provide relevant skills to work with diverse populations as well as strategies for applying the knowledge gained to educational settings, especially schools, pre-kindergarten through twelfth grade.

EPSY 5390 Applied Statistics in Educational Psychology (3)
This course covers the application of basic descriptive and inferential statistics to the fields of education and psychology. Graduate students will work with real data that is relevant to the lives of children and youth in schools. The emphasis is on solving practical problems in educational psychology. Students will conduct data analysis using statistical packages (e.g. Excel 2010, SPSS). This course will include a practicum component that will teach students the skills necessary to effectively evaluate the efficacy of particular research methods in the field of education, school counseling, and school psychology. Students will develop skills to be thoughtful and responsive evidence-based practitioners as they learn to effectively evaluate specific components of research articles such as the introduction, hypothesis, the literature review, the methods section, the results section and the discussion section. Additionally, students will be exposed to program evaluation strategies and qualitative research methods. This course will also now have a practicum component.

EPSY 5410 In-Service Topics (3)
Webster University offers various graduate in-service courses that provide experiences important to the academic and professional development of educators, mental health professionals, and child/adolescent professionals. Graduate students enrolled in this in-service education course learn how to do collaborative social justice research that will benefit children and families. These courses have been approved for the degree with prior approval of the program director. May be repeated for credit if content differs.

EPSY 5461 Curriculum and Creativity (3)
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 topics in immigrant and refugee studies.

EPSY 5505 Applied Developmental and Educational Psychology (3)
This course explores the application of psychological science, especially developmental and educational psychology, to education and schooling. Although the certified teacher may be expected to know child/adolescent development, the aim of this course is more modest. This course seeks to provide a foundation of understanding and methodology, so that the certified teacher
can participate in continuous learning about the rapidly growing fields of child and adolescent psychology. Knowledge is presented from books as old as Childhood and Society (1952) and as new as The App Generation: How Today’s Youth Navigate Identity, Intimacy, and Imagination in a Digital World (2014). All students will learn about development from birth through adolescence, but each student will choose a particular age group to study. In addition to books, students will learn about developmental and educational psychology through self-reflection, group activities, experiential learning, film study, observations, interviews, and field trips. Students will learn how to read the scientific literature in psychology so that they can stay abreast of new discoveries in psychology. The final project is based on field experiences in which students observe and interview educators and then they write a scientific paper summarizing their study and the application of developmental and educational psychology.

**EPSY 5510 Psychosocial Aspects of Migration (3)**
This course examines the psychosocial aspects of migration. Students learn about individuals, families, and schools with diverse characteristics, cultures, languages, and backgrounds. Students learn to identify the needs of immigrant and refugee children and families, and how to help these families adapt to living in new environments. This course takes an international perspective on migration and several countries and cultures are studied. Within the United States, the English language learners represent the fastest growing segment of the school age population and so special attention is given to the needs of this group of children and their families.

**EPSY 5540 Psychology of Early Adolescence (3)**
This course focuses on the psychological growth and development of the young adolescent (ages 9-15). Participants examine the stage of early adolescence from the perspective of physical, intellectual, and social-emotional development; they also study the importance of the peer group and peer pressure concerns. The course explores multicultural and international perspectives on the psychology of early adolescence. Participants learn how to create instructional environments that will maximize the learning opportunities for all young adolescents.

**EPSY 5600 Practicum in Educational Psychology (1-6)**
After exploring the educational, intellectual, social, and emotional needs of children and youth, students enrolled in this practicum 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. May be repeated for credit.

**EPSY 5601 Practicum in Gifted Education (3)**
This practicum provides supervised field experience in programs for gifted children. In the summer, students work in various programs. During the school year, students work in classrooms for the gifted. 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 (1-3)**
Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the applied educational psychology program. For more specific and current information, see the current course offerings. May be repeated for credit if content differs.

**EPSY 5800 Applied Research (3)**
This is a course in educational research methodology in which students also “learn by doing”. Basic concepts of research design, program evaluation, measurement, statistics, and qualitative, quantitative, and multi-method approaches are introduced.

This course enables students to read, interpret, and evaluate educational and psychological research and to plan research. Students 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. In addition, students participate in a collaborative applied research project.

**EPSY 5810 Advanced Adolescent Psychology (3)**
This course involves the theoretical and empirical study of adolescence. Topics addressed include physical development, intellectual development, values and moral development, social problems, sexuality, and discipline. Intercultural 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 5816 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 educator 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, especially multicultural/international perspectives and inclusion strategies, are also examined.

**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. Graduate students learn about the physiological pathways active during human stress experience and the processes by which chronic stressors effect disease and other conditions. They learn about international and multicultural variations in behavior, stress and health. Students learn about several relaxation and cognitive “reframing” techniques to manage personal stress and they develop personal stress management plans. In addition, specific techniques for handling school- and classroom-related stressors and tensions are examined as well as evidence-based to promote social-emotional functioning in these settings.

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

**EPSY 5911 Social and Personality Development: School Psychology (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. This course considers the complex interactions among factors influencing developmental trajectories and both “normal” and “abnormal” development. The course presents different approaches to understanding and conceptualizing developmental psychopathology and explores ways of working
with children and youth to enhance their psychological well-being and their healthy emotional, social, and adaptive skills development.

**EPSY 5918 Data-based Decision-making in Education and Multi-Tiered Systems of Support (3)**

In this course, students will learn the advantages of progress monitoring, how to make data-based decisions to shape instruction, how to develop and improve problem solving teams, how to utilize and support multi-tiered systems, and ways to integrate academic and behavioral supports to maximize student success. This course will provide an overview of conceptual and practice concepts related to Multi-Tiered Systems of Support (MTSS) including Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RtI).

**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)**

Theory of testing, analysis of standardized tests, development of testing procedures, and analysis of test data for the gifted are covered. Emphasis is on intelligence testing, assessment of creativity, and interpretation and integration of test data. 

_Prerequisite:_ Permission of the instructor.

**EPSY 5940 Systems Leadership: Gifted Program Planning and Evaluation (3)**

This course offers an understanding of the administration and supervision of gifted programs and provides students already familiar with the educational theory and models in gifted education with an overview of the skills needed to plan and supervise a defensible program for gifted and talented students. Topics include gifted identification, curriculum design, staff development, grant writing, group dynamics, and community relations. Educational psychology courses in systems leadership focus on ways in which educational leaders apply systems thinking to organizations, management issues, policy advocacy, planning and development. The gifted program planning and evaluation course includes applying psychology to the coordination of gifted programs.

**EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3)**

This course examines the leadership roles of school psychologists in analyzing behavior in school context, consulting with schools, developing the human capacity of their organizations and effecting positive change. Leaders need to create a collaborative, positive work culture within their school environment to promote student’s diverse intellectual academic and social-emotional needs and ensure that all learners can reach their potential. Topics in this course include systems thinking, the psychology of leadership, program planning, curriculum design, staff development, grant writing, group dynamics and community relations.

**EPSY 5951 Child Rights for School Professionals (1)**

The UN Convention on the Rights of the Child provides an internationally accepted standard that acknowledges the basic human rights of children and youth. The relevance and importance of children’s rights to the work of mental health professionals and educators cannot be overstated. There are 54 articles in the UN Convention on the Rights of the Child; these cover many areas including learning, development, well-being, protection from danger, violence or ill treatment, and the right of the children to know their rights and have voice and agency. Students enrolled in this class will learn about the UN Convention on the Rights of the Child and discover applications for their professional lives and global citizenship. May be repeated for credit.

**EPSY 5952 Children, Trauma and Crisis Intervention (3)**

Students enrolled in this course will research and debate the psychological impact of trauma on children. Topics include the impact of community violence on the lives of young people. How war or the threat of war affects children’s development is also studied. Students will learn skills that enhance learning, mental health, safety and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response and recovery. Students will contribute to, design, implement and/or evaluate prevention programs that integrate home, school and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families. Students will learn about conflict resolution strategies and discover how a crisis can be transformed into an opportunity to foster hope and resiliency in children and youth. Students will critically evaluate anti-bullying curriculum and school-wide prevention programs such as the PREPaRE Curriculum. Students will learn ways to respond to culture and context and to promote peaceful and safe classrooms and schools. In addition, students will receive a certificate in Prevention and Preparedness: Comprehensive School Safety Planning.

**EPSY 5970 The Gifted Learner (3)**

This course is an introduction to the psychology and education of gifted students, grades K-12. In this course graduate students learn how to 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." In this course, the characteristics of the gifted learners are explored, such as with a special focus on the different views of giftedness. Further topics include gifted programs and curricula, models of gifted identification, motivation and self-esteem, highly-creative and highly-gifted individuals, and multicultural and international perspectives on giftedness.

**EPSY 5980 Motivation in the 21st Century Classroom (3)**

This course examines current thinking, theory, and practice regarding motivation in the 21st century. Students will review theories of motivation, including social cognitive, self-determination, goal orientation, and “flow” theory. Theory and research related to the psychology of sustainability will be explored. 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 procedures, and ways to stress children’s cultural strengths rather than their cultural deficits. Course can be used for gifted certification.

**EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3)**

Students examine theory, research and skills related to assessment and cultural diversity. Structured as a seminar, discussions include professional issues in psychoeducational examination, testing and assessment issues, techniques with regard to multiculturalism, and cultural differences, reviews of past discriminatory practices that have unfairly influenced the assessment of learning, recommendations for modifying traditional assessment procedures, and ways to stress children’s cultural strengths rather than their cultural deficits. Students will also 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.

**EPSY 6000 Advanced Graduate Certificate Project (3)**

The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. These projects are based on applied field research at the student’s own workplace or practicum placement. Projects may be professional presentations, case studies, or professional articles. Examples of final projects include a presentation for professional organization, a case study that emphasizes linking assessment and intervention, or a research project that might be published in professional journal.

**EPSY 6001 Integrated Studies in Applied Educational Psychology (3)**

In this capstone course, the student is expected to synthesize and integrate the conceptual, theoretical, and practical knowledge, skills, and dispositions acquired in the program.

**EPSY 6036 Psychoeducational Assessment II (3)**

This course is designed to provide school psychology students with skills in administering, scoring, and interpreting individual assessment instruments, especially intelligence tests. The skills acquired through this course will provide students with a solid foundation in these areas of assessment of cognitive functioning, a foundation upon which their subsequent clinical experience and expertise can be established. Interpretation focuses on the information provided by the instrument(s) administered and how this information fits into a total assessment battery. Students should be prepared to agree to and sign Applied Educational Psychology: School Psychology Handbook, the ISPA Code of Ethics, National Association of School Psychologists Principles for Professional Ethics (2010), join Missouri Association of School Psychologists, and complete an introductory course in psychoeducational assessment such as EPSY 5060. School psychology students should take this course in conjunction with EPSY 6103 Practicum in Advanced Psychoeducational Assessment and Intervention (1).

**EPSY 6037 Mental Health in Schools: Assessment and Intervention (3)**

This course is designed for school psychology students and provides an overview of assessment and intervention for mental health disorders among children and adolescents in school-based settings. Assessment, evaluation, and diagnosis of emotional and behavioral disorders are explored with special attention given to educational classification systems. Different models of developmental psychopathology are studied and risk and protective factors are discussed. Although this course is more focused of classification, assessment and characteristics of various disorders, best practices in school psychology dictate that assessment practices are linked to interventions. Therefore, school-based prevention and intervention approaches with regard to social and emotional functioning are examined. In addition students will complete a practicum experience that allows them to apply the skills learned in the course within a school setting.

**EPSY 6100 Practicum in Data-Based Decision-Making (1-2)**

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples. This practicum may be repeated for credit.

**EPSY 6101 Practicum in Data-Based Decision-Making: Applied Statistics (1-2)**

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples. This practicum is designed to provide school-based applications of research and statistics courses such as EDTC 6240 Educational Statistics, an introductory graduate course in using quantitative methods for inquiry in education. The applied statistics courses teach how to critically review literature, identify best practices, and then consult with schools about their “real-world” concerns. One course is about applying statistics to a school-based mental health concern (suicide-prevention); the other applied statistics course focuses on an academic concern. This practicum may be repeated for credit.

**EPSY 6103 School Psychology Practicum I (3)**

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills within a school setting. This practicum is designed to provide experience administering and interpreting psychoeducational tests. In addition, the student will gain additional knowledge of the special education process and the state plan for special education.

**EPSY 6105 School Counseling Practicum (1.5)**

Students are required to complete two terms of Practicum. Registration for these two terms of Practicum requires permission of the faculty supervisor and or the School Counseling Coordinator or Counseling Advisor; appendix D and a copy of the site supervisor’s license/certificate have to be provided to the faculty supervisor in order to register for this course. Some field experience sites require background checks and/or letters of recommendation for field experience from the University in order to be accepted into field experience. In these instances, it is the student's responsibility to pay for and provide the background check and/or communicate with their faculty advisor to receive
a letter of recommendation. The Practicum Agreement must be reviewed and appropriate appendices signed by the student and the practicum site supervisor and submitted to the school counseling coordinator or practicum faculty supervisor to be approved. Prerequisites: COUN 5110, COUN 5840 and COUN 5685.

EPSY 6107 School Psychology Practicum II (3)
This course is the second semester of the school psychology practicum that takes place in a public school setting. Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection and data analysis.

The professional practice of school psychology requires knowledge of varied models and methods of assessment, data collection and data analysis. This practicum is designed to be taken while in a practicum placement in a school setting. This placement will provide additional experience administering and interpreting psychoeducational tests and informal academic assessments. Students will then use that information to recommend appropriate academic interventions. Prerequisites: EPSY 6036, EPSY 6103 and EPSY 6200. Concurrent enrollment in EPSY 6200 is permitted.

EPSY 6121 Portfolio-Based Analysis: School Psychology (1-2)
The aim of the Portfolio-Based Analysis course is to assist school psychology students in developing and demonstrating their mastery of skills that are related to the ten competencies of school psychology described by the Missouri Department of Elementary and Secondary Education (DESE), the matching ten domains described by the National Association of School Psychologists (NASP), the 2009 six goals and outcomes of the International Association of School Psychologists (ISPA), and the four goals of the School of Education. The preparation of the School Psychology Portfolio facilitates reflection, self-assessment, goal setting, and improvement. May be repeated for credit.

EPSY 6200 Seminar in School Psychology: Professional School Psychology (2)
This seminar is designed to familiarize students with the roles and functions of the school psychologist in school settings or other alternative service delivery systems. Topics include assessment, consultation, intervention, special education, research, ethics and standards, and the future of education and school psychology.

EPSY 6201 School Psychology: International and Multicultural Perspectives (2)
This seminar is designed to provide international and multicultural perspectives on the roles and functions of the school psychologist. Topics include the following: the international growth in school psychology, cultural diversity, ethical practice, global perspectives, social justice, children's rights, effects of poverty, professional organizations, and the future of school psychology.

EPSY 6202 School Psychology: Case Studies of Exceptional Children and Youth (2)
In this advanced seminar, graduate students explore the psychology of the exceptional child through case studies of children and youth with disabilities and/or giftedness. The case studies include studies of individual children, programs affecting groups of children, and legal cases/professional issues related to educational services for exceptional children. Students acquire advanced skills for determining eligibility for gifted programming and special education services. Special attention is given to cases involving children and youth from diverse ethnic/racial minority backgrounds, who are learning English, who have disabilities, who are gifted, and/or who are twice exceptional.

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 deposited in the Webster University library. All Applied Educational Psychology theses must follow both University guidelines and the additional specific guidelines for Applied Educational Psychology. The student pursuing the thesis option initially registers for a minimum of 3 credit hours, and subsequently maintains a minimum enrollment of 3 hours until the thesis is completed. Most students need more than one semester to finish the thesis. A maximum of 6 credit hours may be applied toward the graduate degree, with appropriate approvals. Credit for the thesis and thesis project is awarded in a non-letter grade format (Credit/No Credit). May be repeated for credit, for a maximum of 6 credits hours, which may be applied to the degree.

EPSY 6300 School Consultation in a Global Society (3)
This course provides school psychology candidates with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level interventions in school settings. Candidates will learn theories, models, and processes of consultation. In addition school psychology candidates will learn how to be impact change with administrators, teachers, parents, community and mental health agencies, and students. Consultation within a cross-cultural, international, and ethical framework will be emphasized. Particular attention is given to students with behavioral problems. The majority of this course will be devoted to instruction in skills and strategies required to conduct collaborative consultative services through lecture, applied case work, group work, student presentations, role play, self appraisal, and class discussion.

EPSY 6500 School Psychology Internship (3)
The purpose of EPSY 6500 School Psychology Internship is to assist in the preparation of school psychology graduate students for entry into the field. Included are topics and activities in the professional practice of school psychology. The entire school psychology internship is 1200 hours or an academic year. This course is repeated for credit. Prerequisites: EPSY 6103 and EPSY 6107.

EPSY 6501 School Counseling Internship (1.5)
Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in an elementary and/or secondary school setting. Students are required to complete Internship in conjunction with their Counseling curriculum. Enrollment in this course requires permission of the faculty supervisor. Prerequisite: EPSY 6105.

EPSY 6502 Secondary School Counseling Internship (1.5)
Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in a secondary school setting. Students are required to complete internship in conjunction with the counseling curriculum. Acceptance into a section of internship is only per the certified/licensed faculty supervisor of the course. Hence, enrollment in this course requires permission of the faculty supervisor. If your site has changed since Practicum, a formal Internship Agreement must be submitted to the faculty supervisor before the first week of class.

Students are required to abide by the ASCA Code of Ethics (2010) in their internship experience. Violation of ethical code with result in a grade of F in the course and all hours for the term will be lost; and potential dismissal from the program. The internship is graded on the credit/no credit/fail grading option. Additional
fees are required of students in this course for professional liability insurance and purchase of recording equipment. Students are required to provide evidence of professional liability insurance to the faculty supervisor prior to seeing clients; insurance form must be in student file.

This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Self-growth experiential activities are a required part of this course. **Prerequisite:** EPSY 6105.

**EPSY 6503 Elementary School Counseling Internship (1.5)**

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in an elementary school setting. Students are required to complete internship in conjunction with the counseling curriculum. Acceptance into a section of internship is only per the certified/licensed faculty supervisor of the course. Hence, enrollment in this course requires permission of the faculty supervisor. If your site has changed since Practicum, a formal Internship Agreement must be submitted to the faculty supervisor before the first week of class.

Students are required to abide by the ASCA Code of Ethics (2010) in their internship experience. Violation of ethical code with result in a grade of F in the course and all hours for the term will be lost; and potential dismissal from the program. The internship is graded on the credit/no credit/fail grading option. Additional fees are required of students in this course for professional liability insurance and purchase of recording equipment. Students are required to provide evidence of professional liability insurance to the faculty supervisor prior to seeing clients; insurance form must be in student file.

This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Self-growth experiential activities are a required part of this course. **Prerequisite:** EPSY 6105.

**FINC - Finance**

**FINC 5000 Finance (3)**

The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision-making. **Prerequisites:** BUSN 5600 and BUSN 5760. (BUSN 5200 cannot be substituted for FINC 5000.)

**FINC 5100 Financial Modeling (3)**

The student learns how to model and analyze financial topics in Microsoft Excel. The student understands interrelated topics in corporate finance and investments and can demonstrate this understanding through production of organized, functional three-statement spreadsheet models. These topics include financial statement analysis and forecasting. The student can use spreadsheet models to make effective and efficient financial decisions. There is an additional course fee of $42. **Prerequisite:** FINC 5000.

**FINC 5210 Investments (3)**

Principles and methods of investing in securities of business and government. This course is a study of practical management of portfolios containing both fixed-income and equity investments.

The course will examine the issues in and the procedures for security analysis and portfolio management. The emphasis is on the application of analytical techniques and portfolio management theories for individual investors. **Prerequisite:** FINC 5100.

**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 5100.

**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 5100.

**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. **Prerequisite:** FINC 5100.

**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. **Prerequisite:** FINC 5100.

**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 6100 Corporate Finance Emphasis Exit Exam (0)**

This course is an exit exam for students wishing to complete the corporate finance emphasis as part of their master of business administration degree. The course consists of a comprehensive online exam covering all learning objectives that are part of the corporate finance emphasis. There is an additional course fee of $42. This course is graded on a credit/no credit basis. This course may be repeated. **Prerequisites:** FINC 5880, FINC 5100, FINC 5810 (may be taken concurrently), FINC 5890 (may be taken concurrently).

**FINC 6290 Mergers and Acquisitions (3)**

This course will be a final, comprehensive finance offering with a focus on mergers and acquisitions. The course will make use of cases and/or simulations to enhance the real-world applicability of the finance degree and to integrate all previous coursework. There is an additional course fee of $42. **Prerequisite:** Completion of all other required courses for the MS in finance.

**FINC 9950 Travel Course-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. This course includes a mandatory short-term travel component.

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**FTVP - Film, Television and Video Production**

**FTVP 5310 Fundamentals of Video Cameras and Lighting (3)**

Students will learn the basics of operating video equipment to enhance storytelling and as the main production concept. This course will stress the use of cameras and videography. Students will learn the basics of planning, shooting, scripting and editing in a non-linear, digital environment. Students will create a series of short video projects in the course. **Prerequisite:** NPRO 5000.

**FTVP 5330 Digital Graphics and Motion Graphics Production (3)**

This course will concentrate on visual strategies for both static and motion graphics. The course will introduce the basics of animated graphics to students. The course will emphasize traditional processes, techniques, and styles employed in creating the illusion of motion on motion media. The course will include instruction on how to create appealing graphics to present data and information. **Prerequisite:** NPRO 5000.

**FTVP 5331 Video Editing and Webisode Creation (3)**

This course will stress advanced editing techniques and the use of social media for the distribution and curation of video projects. This course will teach students techniques common to all types of video production. The class is a hands-on course in portable production and editing, giving students a basis for understanding the use of this medium to meet the needs of the modern media workplace. **Prerequisite:** NPRO 5000.

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**GCON - Government Contracting**

**GCON 5000 Fundamentals of Government Contracting (3)**

Fundamentals of Government Contracting (GCON 5000) provides the foundation for effectively using FAR and DFARS, the federal government rules and regulations that guide contracting. This course is also a hands-on, research-intensive, exercise-based curriculum. Participants will analyze contracting business scenarios and determine courses of action, regulatory constraints, and appropriate strategies developed through research of the FAR and its supplement the DFARS. This course spans the contract professional’s role in Contract Planning, Contract Execution and Contract Administration. The course introduces those new to the contracting field to their role as a business advisor in the acquisition process and focuses on developing mission support strategies based on knowledge of the contracting environment and customers’ needs. Students will learn how to develop an acquisition strategy, conduct effective market research, and understand how socioeconomic programs support the acquisition planning process leading to solicitation, award and administration of successful contracts. It provides students with the knowledge necessary to execute an acquisition that optimizes customers’ mission performance.

**GCON 5100 Government Contracting Lifecycle (3)**

Government Contracting Lifecycle (GCON 5100) provides students the foundations of life cycle components of government contracts. This course also introduces students to the various roles that contracting professionals engage with various Contract Life Cycle Planning, Execution and Administration methods. The course introduces government contracting concepts new to the contracting professional. Students learn to develop skills as a business advisor in the acquisition process and focuses on developing mission support strategies based on knowledge of the contracting environment and customers’ needs. Students will learn how to develop an acquisition strategy, conduct effective market research, and understand how socioeconomic programs support the acquisition planning process leading to solicitation, award and administration of successful contracts. It provides students with the knowledge necessary to execute an acquisition that optimizes customers’ mission performance. **Prerequisite:** GCON 5000.

**GCON 5300 Business Decisions for Government Contracting (3)**

The course provides an overview regarding regulations and processes regarding the use of cost analysis and for requiring certified cost and pricing data. After learning the basic elements of price and cost analysis, students will build and defend a renegotiation objective, including a minimum and maximum pricing object with a Weighted Guidelines assessment to develop a reasonable profit/fee objective. Students will be required to defend their pricing objectives by writing a Pre-negotiation Memorandum, which is used by contracting professionals to obtain management approval to enter negotiations, and to
document the contract file both before and after the negotiation sessions. This course begins with an in-depth review of the market research process and provides instruction to help students understand and analyze contractor pricing strategies. Students will learn to accomplish Net Present Value analysis, Cost-Volume-Profit analysis, calculate contribution margin estimates and develop cost estimating relationships in order to accomplish an effective price analysis pursuant to FAR Subpart 15.4. Prerequisite: GCON 5100.

GCON 5500 Decision Making in Government Contracting (3)

This course provides an overview of the regulations and processes for cost analysis and requiring certified cost and pricing data. Students are also provided instruction on contract financing techniques. After learning the basic elements of price and cost analysis, students will build and defend a pre-negotiation objective. Students will apply cost analysis techniques during a week two proposal analysis capstone case, including writing a Price Negotiation Memorandum. In this course, students will also learn Intermediate Cost and Price Analysis, continuing to build upon the fundamental contract pricing principles covered in the Level I Contracting curriculum, Contract Pricing Reference Guide and DoD policy. The course is divided into three segments addressing contract pricing issues from a pre-award, Negotiation Preparation-Award and Post-Award perspective. In the course students will be introduced to quantitative techniques and tools used to quantify and facilitate decision making in determining a fair and reasonable price. Students will apply various cost analysis techniques and quantitative tools to analyze a contractor's cost proposal and to develop a government negotiation range and objective. The course is designed to prepare students for follow on DAWIA Level II certification courses, serve as a gateway into more advanced targeted contract pricing courses and give the students some practical tools in pricing government contracts. The ultimate objective of the course is to help students become better business advisors in developing contract arrangements that are in the best interest of the government. Prerequisite: GCON 5300.

GCON 5700 Source Selection and Administration of Government Contracts (3)

This course builds on the foundation established through the Level I curriculum and the course prerequisites. The primary focus is on the acquisition of services under FAR Part 15 source selection procedures, with an emphasis on performance-based acquisitions (PBA) for services, contract types, contract incentives, source selection and contract administration. Students will learn the fundamentals of a performance based service acquisition – from acquisition planning to contract close-out through a realistic case study. The course takes students through the solicitation process using the mandatory DoD Source Selection Procedures. Students will prepare contractual documents and develop and deliver high-level source selection briefings with recommendations for contract award. Through a real-world simulation, students will complete the seven steps of the services acquisition process. Additionally, students learn to prepare sufficient acquisition documents, develop and deliver source selection briefings and negotiate contractual issues for a successful complex acquisition. This course is equivalent to CON 280. Prerequisite: GCON 5500.

GCON 5900 Negotiation and Administration of Contracts (3)

In this case-based course, students apply contracting concepts and techniques learned in prerequisite courses to meet customer supply requirements and resolve complex contracting issues. Special emphasis is placed on applying legal concepts learned in GCON 5500, pricing concepts in GCON 5300 and negotiation techniques in GCON 5700. Students experience the full spectrum of contracting processes and issues by following a supply requirement through all phases of the acquisition life cycle, from acquisition planning through contract close-out. Research, analysis and communication skills are honed through development and presentation of a critical thinking project requiring in-depth focus on one area of contracting. Negotiation skills are sharpened through active student participation in two simulated contract negotiations. This course has been certified as equivalent to CON 290. Prerequisite: GCON 5700.

GERN - Gerontology

GERN 5000 Gerontology (3)

This course introduces the student to the gerontology specialty area. The course provides the student with an overview of the psychological, sociological, political, and physiological processes related to aging and the elderly. This course provides an understanding of the 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. Cross-listed with HRDV 5750.

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

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

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

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

**GSS 5000 Graduate Success Studies (3)**
GSS 5000 is a 9-week online writing course for graduate students. Students will work on their writing skills as graduate students, including recognizing plagiarism, working with sources, and improving overall writing skills. In this online course, students will learn the writing, critical reading, and research skills required for success in graduate course work. The course includes a variety of writing assignments that will focus on style and formatting while also addressing individual strategies for research and writing. This course is a credit/no credit course and does not count as an elective.

**HCED - Healthcare Education**

**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 (3)**
Students synthesize and integrate learning experiences from previous coursework through an in-depth case study addressing healthcare education issues.

**HCLD - Healthcare Leadership**

**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.
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. May be repeated for credit if content differs.

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.

HEAL 6550 Advanced Research in Health Care (3)
Students will complete all the steps of their research proposal, showing congruence between all dimensions of the research process. They will learn to follow the chosen methodology with academic rigor related to data collection, analysis, presenting data synthesis, findings’ discussions, showing connections to literature, as well as implications to research and practice in the field of business, leadership and health care.

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. Program Fee: $42.

HLTH 5020 Organizational Planning and Change in Health Administration (3)
This course identifies the various ways of introducing change in organizations and larger organizational systems as adaptive responses to the external environment. Change efforts at the macro, meso, and micro levels of organization are considered. Particular attention is given to the leadership role in health organizations and health systems. Organizational responses to the issues of market changes, managed care, system consolidation and system integration are analyzed.

HLTH 5040 Human Resource Management in Health Administration (3)
This course examines the traditional concerns of human resources management within the health administration field.
Particular attention is paid to compensation management, employee recruitment, employee retention, employment policies, and the legal environment of human resource management. The various employment arrangements and contracts of physicians, nurses, and allied health professionals are discussed.

HLTH 5050 Financial Management in Health Administration (3)
This course emphasizes the managerial aspects of health administration finance that managers need in order to interact with the financial and budgeting systems. The course offers a brief review of different types of accounting systems in health administration. The impact of third-party reimbursement policies are described, including managed care and prospective payment systems. Cost behavior and cost analysis are examined as part of these payment systems. Budget and internal control, including auditing concepts and techniques are introduced as management control techniques. Prerequisite: Academic background in accounting or demonstration of satisfactory accounting skills.

HLTH 5070 Financial Analysis in Health Administration (3)
This course introduces students to managerial skills that underpin decision making for managers. The following financial methods are presented as decision models: forecasting, capital budgeting, and capital access. In addition, the managerial implications of long-term financial planning are considered, including capital investment decisions, equity and debt financing, and lease/purchase decisions. Prerequisite: HLTH 5050.

HLTH 5100 Statistics for Health Administration (3)
This course introduces the use of statistical analysis in health administration. The course emphasizes development of the basic methods and underlying concepts of statistics that are used in management decision making and health services research, which include: descriptive statistics, probability, sampling, hypothesis testing, forecasting methods, and nonparametric 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 5130 Healthcare Strategy and Marketing (3)
Healthcare administrators are challenged by healthcare marketing for a variety of reasons due in part to the differences between marketing services versus tangible good or products. Healthcare clinical services needs to be marketed to numerous internal and external stakeholders including patients, physicians, the community and the government. Therefore, issues of patient satisfaction, patient's retention, and physician and other medical staff satisfaction are critical to any healthcare organization's marketing program. Prerequisite: HLTH 5000.

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 5150 Process Improvement in Health Administration (3)
This course is designed to provide graduate students studying health administration with a working knowledge of performance tools, current quality measure and patient safety issues. Healthcare organization fully recognized that incorporating quality improvement in an organization's vision, mission and operations can enhance processes, prevent failure, improve quality and enhance patient experiences. Prerequisite: HLTH 5100.

HLTH 5160 Health Informatics (3)
In today's increasingly complex healthcare market, managing patient information and data focuses on organization objectives such as improving patients care, delivery of services, sharing of lessons learned and integrating continuous quality improvement. This graduate course offers an overview of the field of health informatics. The students will gain a fundamental knowledge of the concepts of health informatics and how information technology can be used to improve the delivery of healthcare services.

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. Program Fee: $42.

HRDV - Human Resources Development

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
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. **Prerequisite:** HRDV 5630.

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. 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 designs, survey methodologies, and simple experimental and quasi-experimental designs. The course also introduces students to other assessment methods used in human resources development, such as learning assessments, performance evaluations, and program evaluation. Cross-listed with GERN 5660.

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.

HRDV 9950 Travel Course-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. This course includes a mandatory short-term travel component.

HRMG - Human Resources Management

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 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. 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. Prerequisite: HRMG 5000. 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 relevant to this major. Techniques used to accomplish these goals may vary. Prerequisite: Completion of other required courses in this major.

HRMG 9950 Travel Course-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. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

HRTS - Human Rights

HRTS 5000 Introduction to International Human Rights (3)
This course introduces students to the philosophic and political background of the concept of human rights. Key components include discussion of the history, documents, theories, issues, institutions, ethical debates, and current problems in human rights.

HRTS 5200 Research Methods and Approaches to International Human Rights (3)
An overview of the methods and analysis used to examine human rights abuses, as well as a resource for sources databases, and other material on human rights. Students will learn to analyze and conduct research, write research proposals, and analyze existing research.

HRTS 5300 Advocacy, Fact Finding and Outreach (3)
This course provides the theoretical understanding and practical skills of human rights advocacy, fact-finding, and outreach. The class will analyze the process which creates domestic and international awareness regarding human rights issues from fact finding to effective lobbying.

HRTS 5350 Gender and Human Rights (3)
This course examines the gendered nature of victimization and human rights abuses. Students will analyze the effect of women's differential position in the social structure, including their legal status and political representation. Students will study various topics, such as the gendered aspects of public policy and human rights law; the militarization of society; the gendered conduct of war and wartime activities; and the impact of gender on the aftermath of war, conflict prevention, peacemaking, and peacebuilding.

HRTS 5400 Human Rights Diplomacy (3)
This course examines the negotiating and bargaining process related to the promotion and protection of internationally recognized human rights. We look at both state and non-state actors as well as the tools and tactics used by actors to encourage respect for human rights.

HRTS 5450 History of Human Rights (3)
This course explores the historical development of international human rights as theory and practice, with particular focus on the contributions of the Enlightenment, the French Revolution, and

HRTS 5600 International Human Rights Law and Organizations (3)
This course reviews core legal documents and the work of the most important governmental and nongovernmental institutions currently involved in human rights protection and promotion. Students will examine important issues in current political and ethical debates about human rights and current problems in human rights protection.

HRTS 5610 International Humanitarian Law (3)
This course covers the history, development, scope, and purpose of international humanitarian law and its basic principles, including protection of the defenseless in war, restrictions on the conduct of hostilities, the law of non-international armed conflicts, the problem of supervision and repression, and collective responsibility for the implementation of humanitarian law.

HRTS 5620 International Criminal Law (3)
This course explores international criminal law as applied by national and international courts. There is a particular focus on the critical discussion of the substantive and institutional impacts of the system, its history, principles, and the relationship between major actors.

HRTS 5800 Issues in International Human Rights (3)
The students will examine important issues in current political and ethical debates about human rights in the domestic and international sphere. Topics may vary. May be repeated for credit if content differs.

HRTS 6000 Capstone in International Human Rights (3)
This course acts as the capstone for student who are completing a master of arts in international human rights. Students will produce and defend their final research project for their degree program.

HRTS 6250 Thesis (3-6)
The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed.

HRTS 6500 Internship in International Human Rights (3-6)
The internship is an intensive experience that provides the student with the opportunity to work within an existing human rights organization and learn first-hand about its mission, goals, and operations. Within the experience, students will apply their understanding of the theories and actors of human rights to the practice of their specific role and organization.

HUMS - Human Services

HUMS 5000 Foundations of Human Service (3)
This course provides the foundation for the personal and conceptual skills required for a human services professional.

It introduces the historical development of the human services field, human services legislative, policy, human resource, and client management frameworks, methodology and data analysis, and the interpersonal skills necessary for a human services professional.

HUMS 5200 Social Welfare Policy (3)
This course examines national and international social welfare policy relevant to human services and the influence of political, economic, and social dynamics on policy and policymaking.

HUMS 5300 Diversity and Cultural Competence in Human Services (3)
This course explores the importance of diversity and cross-cultural understanding within human service delivery systems and the social environment. Human services values and cultural competencies are examined. A historical understanding of vulnerable populations and factors and systems that contribute to oppression and privilege will be explored. Implications for advocacy and direct service work will be addressed.

HUMS 5800 Field Experience I (3)
This course provides an opportunity for students to apply their knowledge and skills in a human services agency. The experience will emphasize professionalism, critical thinking, ethics, research-based practices, assessment, and evaluation of human service agencies. Prerequisites: HUMS 5000 and HUMS 5200.

HUMS 5850 Field Experience II (3)
This course provides an opportunity for students to apply their knowledge and skills in a human services agency. This continuation of the field experience will prepare students for self-directed professional human service practice. Prerequisite: HUMS 5800.

HUMS 6000 Human Services Capstone Course (3)
Students will synthesize the human services concepts, theories, and skills learned in the program through the presentation of a multi-faceted culminating academic and intellectual project where they: identify a problem related to the field of human services, research and evaluate the problem, and propose policy recommendations to solve the problem. Students will reflect on their own values, personalities, reaction patterns, interpersonal styles, and limitations during this process. Prerequisite: Completion of all other program requirements or special permission from student's advisor, in consultation with the department.

ILC - International Languages and Cultures

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

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

**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 news broadcasts. Cultural difference and awareness of national perspectives on news events are an important part of these courses. Classes are taught in the corresponding target language. May be repeated for credit if content differs. Prerequisite: Permission of the instructor.

**INGO 5170 Seminars (3)**

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

**ILC 5180 Methods of Teaching Languages (3-4)**

This course develops understanding and appreciation for the nature of languages and language teaching and learning. Participants study the most recent developments in teaching techniques and materials, and become involved with using them in on-site activities. Prerequisite: Permission of the instructor.

**INGO - International Nongovernmental Organizations**

**INGO 5000 Introduction to International and Nongovernmental Organizations (3)**

This course will explore the world of international and nongovernmental organizations by reviewing the types of organizations in international politics and institutional issues related to these types. We review the activities and roles of these actors as subcontractors, educators, technical assistance providers, humanitarian aid providers and policy advocates; their role in civil society; and how they shape and are shaped by world politics, states, and economic and social forces.

**INGO 5100 Finance, Budgeting and Accounting for International and Nongovernmental Organizations (3)**

Course focuses on the financial management of international and nongovernmental organizations and describes a wide variety of methods, processes and tools of finance, accounting and budgeting.

**INGO 5200 Research Methods and Approaches in International and Nongovernmental Organizations (3)**

Students are introduced to the skills, methodological approaches, resources and tools used by international and nongovernmental organizations in order to enhance the students’ critical thinking skills and their ability to work effectively in this field.

**INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations (3)**

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

**INGO 5510 Professional Seminar in INGO (1-3)**

Students participate in seminars designed to examine contemporary issues, actors, and organizations relevant to the study and practice of international nongovernmental organizations. Seminars may involve guest speakers, field trips, and other forms of non-classroom-based learning to supplement the core program and build understanding of how theory and practice overlap. This course may not be completed by directed study. May be repeated for credit if content differs.

**INGO 5600 Principles of Negotiation (3)**

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

**INGO 5700 Grant Writing, Fundraising and Development for International and Nongovernmental Organizations (3)**

This course is designed to help students develop in-depth experience and knowledge of two of the most widely used and highly valued forms of writing in the international sector: grant proposals and the various documents necessary for holding a fundraising event. It will also provide an overview of other common forms of writing within the international nonprofit sector.

**INGO 5900 Project Management for International and Nongovernmental Organizations (3)**

The focus of this course is on organizing projects in both national and international contexts, taking into account the organizational dynamics in project-oriented organizations and the projects’ relation to its environment.

**INGO 6000 Theory and Practice in International and Nongovernmental Organizations (3)**

This course is the capstone for the INGO degree and enables students to situate the theories and knowledge of international relations, business, management and human rights in the practical work of international and nongovernmental organizations. Prerequisites: INGO 5200 and 30 credits completed.

**INGO 6250 Thesis (6)**

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. Prerequisites: 21 credit hours, INGO 5000 and INGO 5200.

**INGO 6500 Internship in INGO (3-6)**

The internship is an intensive experience that provides students with the opportunity to work within an existing INGO and learn first-hand about its mission, goals, and operations. Within the
experience, students will apply their understanding of the theories and actors of INGOs to the practice of their specific role and organization.

**INGO 6900 University Thesis Requirements (0)**
Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the University library. Recognizes successful completion of all the thesis requirements.

## INTB - International Business

### INTB 5000 International Business (3)

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

### INTB 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in international business. The professional seminar supplements the core and elective courses in the area of international business by focusing on issues of current and special interest. This course may not be completed by directed study. 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.

### INTB 5600 International Accounting (3)

The student examines aspects of accounting operations within a multinational corporate environment. Key topics of analysis include foreign exchange exposure; translation of foreign-denominated financial statements; consolidated financial statements; transfer pricing; Foreign Corrupt Practices Act; and related tax and regulatory issues. Comparison of United States and foreign practices in areas such as financial standards and reporting, auditing, and performance measurements is examined. **Prerequisite:** BUSN 5600 or BUSN 5200, or equivalents.

### INTB 5630 International Law and Business (3)

This course surveys trends and practices that are part of the process of adjudication across national boundaries. Students study the interrelationships among countries as these affect individuals and business organizations attempting to operate internationally. Course content focuses on transnational business activities.

### INTB 5650 International Business Management (3)

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

### INTB 5660 Global Competition and Strategies (3)

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

### INTB 5680 Globalization (3)

Globalization is the process of integrating national economies, political structures, and cultures into a worldwide interdependent system. This course studies the two views of this topic: globalization and anti-globalization through various arguments presented by the “globalists” and the “skeptics”. The contemporary politics of globalization will be explored in terms of their impact globalization has on world markets, the insecurities of those markets, and the development of business in the globalized market.

### INTB 5720 International Trade and Finance (3)

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

### INTB 5730 Regional Economic and Geographic Perspectives (3)

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

### INTB 5740 Global Topics I (1)

Selected topics and issues in international business are presented in this course. To be taken at the beginning of the program. **Offered only online. Prerequisite:** MAIB degree-seeking student only.

### INTB 5750 Global Topics II (1)

Selected topics and issues in international business are presented in this course. **Offered only online. Prerequisite:** INTB 5740; MA international business degree-seeking students only; required after the completion of 21 hours.

### INTB 5760 Advanced Global Topics (1)

Selected topics and issues in international business are presented in this course. To be taken concurrently with the last course in the program. **Offered only online. Prerequisite:** INTB 5750; MA international business degree-seeking student only.

### INTB 5890 Issues in International Business (3)

Current and significant issues in international business are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. May be repeated for credit if content differs.

### INTB 5910 European and United States Economic Thought (3)

The student examines and compares European and United States economic thought in the context of the transformation of Europe and the United States from agrarian and commercial economies to modern industrial states.
INTB 5920 Japanese and United States Economic Thought (3)
Course content focuses on the theories critical to Japan's emergence as an industrial state and compares the history and development of contemporary economic thought in Japan to that of the United States.

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

INTB 5940 Modern Asia: Economic, Political, and Business Development (3)
Students examine the integration of economic, political, and business decisions in the post-World War II Asian economy and the development of the current Asian economy.

INTB 5950 Comparative Labor Movements: United States, European (3)
Course content focuses on the major economic problems growing out of the employment relationship and the approaches that United States and European industries and unions have taken in resolving them.

INTB 5960 Economic Development (3)
Students analyze modern theories of development and development policy and the relationship of these to the theories of location, trade, investment, and economic planning in Third World countries.

INTB 5970 International Business Language and Culture (3)
Students study the business language and culture of a country other than the United States in order to facilitate business communication in that nation. French, German, Spanish, or Japanese may be studied.

INTB 6000 Integrated Studies in International Business (3)
The student applies the principles learned from prior international business courses to selected case studies and research, with practical solutions to typical international business problems. Prerequisite: Completion of all other required courses in this major.

INTB 6050 Field Work (3-6)
This course provides an opportunity for students to actively involve themselves in field research, which may be of a qualitative or quantitative nature. Prerequisite: INTL 5100.

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

INTL 5100 Research Methods and Perspectives (3)
Students are introduced to skills, methodological issues, and bibliographic resources which enhance their ability to evaluate critically and to conduct research in the field of international relations.

INTL 5300 Field Work (3-6)
This course provides an opportunity for students to actively involve themselves in field research, which may be of a qualitative or quantitative nature. Prerequisite: INTL 5100.

INTL 5400 International Political Economy (3)
This course explores the interplay between states and markets. Topics include theories of international political economy such as mercantilism, liberalism, Marxian/structuralism, and feminism, trade, finance, the international monetary system, transnational corporations, and development. Prerequisite: INTL 5000.

INTL 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine the interplay between theory and practice. This course may not be completed by directed study. May be repeated for credit if content differs.

INTL 5510 Theories of International Relations (3)
Students explore the major theoretical paradigms in the field of international relations, including realism, institutionalism, liberalism, Marxism, and constructivism. Students will learn to evaluate theories within these paradigms based on their logical consistency and empirical support. These theories will also be applied to current events and used to derive policy prescriptions.

INTL 5530 International Law (3)
This course introduces students to the field of international law and teaches them how it can be used to assess the acts and omissions of state and non-state actors. It covers sources of law, jurisdiction, international legal personality, diplomatic and consular law, the law of state responsibility, the relationship between international law and municipal law, peaceful settlement of disputes, and topics that may include the law related to the use of course, international humanitarian law, international human rights law, the law of the sea, and international environmental law. This course will require a close reading of primary and secondary source materials.

INTL 5535 International Disaster Law (3)
This course examines the international and domestic legal structures governing the prevention and management of natural and man-made disasters. The course offers a comprehensive overview of the main practical, humanitarian and military issues related to the legal aspects of disaster prevention and management activities. Topics will be covered using a theoretical approach complemented by practical exercises designed to
test the participant's ability to find outcome-oriented solutions through the application of relevant international disaster law provisions. These concepts will be applied through historical and contemporary case studies.

**INTL 5540 International Organizations (3)**

This course is a survey of the different kinds of international organizations, including intergovernmental organizations, international regimes, international nongovernmental organizations, and transnational corporations. Various theoretical approaches to international organizations are explored, and special emphasis is placed on the United Nations.

**INTL 5545 The United Nations in International Politics (3)**

This course is an in-depth study of the United Nations system and its role in world politics. The course will review the historical origins of the UN and its role in international security, human rights and development. Current issues facing the United Nations and its associated agencies are discussed within this context.

**INTL 5550 War and Diplomacy (3)**

Students examine the causes and consequences of warfare throughout history, with an emphasis on the political processes that contribute to both the outbreak and resolution of wars. Students will learn some of the political tools and strategies that are used to prevent or ameliorate the effects of war, and the ways in which war can be ended once it has begun.

**INTL 5555 Policy and Practice: Global Project in International Relations (0-1)**

Students work together to produce a final group project that bridges theory, policy and practice in international relations. This course is only available to students in the Global MA in International Relations program. **Prerequisite:** Admission to GMA in international relations.

**INTL 5560 U.S. Foreign Policy (3)**

This course is about the foreign policy-making process in the United States. It examines the domestic and international actors that shape, formulate, and execute foreign policy. Topics include the role of United States government institutions, the media, interest groups, decision-making, and foreign policy problems such as war, failed states, economic interdependence, environmental degradation, and humanitarian disasters, as well as the military, economic, and diplomatic instruments that the United States can bring to bear in managing these problems.

**INTL 5570 Comparative Foreign Policy (3)**

This course examines the major foreign policy objectives of selected states in the international system and analyzes the domestic forces, institutions and processes, as well as the historical context, of these states’ foreign policies.

**INTL 5580 Politics of Development (3)**

This course examines the politics and issues facing those nation-states variously described as post-colonial, third world, and new industrialized. These nation-states share in common the quest to join those that attained both high average standards of living and stable political institutions.

**INTL 5585 Food and Water Security (3)**

Students will examine the issues around one of today's foremost human security challenges. That is, the prevention of malnutrition and the access to safe food and clean drinking water.

**INTL 5590 International Security (3)**

This course offers a broad overview of the causes and consequences of international conflict. It examines age-old questions of war and peace, but also tackles more modern topics such as nuclear proliferation, terrorism, and drone warfare. It requires students to assess several of the field's most prominent theories of conflict, coercion, bargaining, and cooperation in terms of both historical and contemporary case studies.

**INTL 5595 Energy Security (3)**

This course will examine the geopolitics of energy, emphasizing the security implications of global energy markets and resource competition. The course explores the ways that states shape their grand strategies to meet their energy needs, and the impact of these strategies on regional and global politics. The course will also look into the geopolitics, environment and domestic factors that drive energy policy decisions. Students will examine problems in energy security using both long-term and short-term perspectives. Students will learn how states balance long-term investments to secure energy supply against the short-term need to ensure a supply network’s capacity to withstand short-term interruptions and shocks.

**INTL 5600 Area Studies (3)**

Students examine the history, culture, politics, and economic systems of a region or sub-region not defined by a specific departmental course offering.

**INTL 5605 Topics in Comparative Politics (3)**

Specific topics in comparative politics are examined in depth. Topics may be issues such as democratization, military politics, migration, or health care policies, examined using a cross-national approach of the politics of a specific nation or set of nations chosen for comparison.

**INTL 5610 Non-Thesis Readings/Research (3)**

Non-Thesis Readings/Research is an intensive, one-on-one reading/research course. Students work in close cooperation with an individual professor on a topic of special interest. The content of this course may not duplicate other courses in the curriculum. The policies and procedures that apply to Non-Thesis Readings/ Research are those for directed studies. Course may be repeated for credit if content differs.

**INTL 5625 Middle East Area Studies (3)**

Students examine the history, culture, politics, and economic systems of the Middle East not defined by a specific departmental course offering.

**INTL 5635 Western European Area Studies (3)**

Students examine the history, culture, politics, and economic systems of Western Europe not defined by a specific departmental course offering.

**INTL 5645 Asian Area Studies (3)**

Students examine the history, culture, politics, and economic systems of Asia not defined by a specific departmental course offering.

**INTL 5655 African Area Studies (3)**

Students examine the history, culture, politics, and economic systems of Africa not defined by a specific departmental course offering.
INTL 5665 South and Central Asia Area Studies (3)
Students examine the history, culture, politics, and economic systems of South and Central Asia not defined by a specific course offering.

INTL 5675 Central and Eastern European Area Studies (3)
Students examine the history, culture, politics, and economic systems of Russia and Eastern Europe not defined by a specific departmental course offering.

INTL 5685 Latin American Area Studies (3)
Students examine the history, culture, politics, and economic systems of Latin America not defined by a specific departmental course offering.

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

INTL 5800 Globalization (3)
Globalization involves the intensification of economic, political, social, and cultural relations across international borders. This course examined the history and causes of this process and evaluates the effects it has on relationships within and between countries.

INTL 5860 Issues in International Politics (3)
This course examines such issues as terrorism, the control of weapons of mass destruction, illicit trade, imperialism, and conflict resolution. May be repeated for credit if content differs.

INTL 5870 International Law and Politics of Outer Space (3)
This course examines the international law and politics of outer space. It focuses on the law that has emerged in this area in recent decades, and how it has emerged. Topics covered include space exploration, space travel, questions of sovereign appropriation, and peaceful settlement of disputes.

INTL 5890 Terrorism in World Politics (3)
This course examines the causes and political responses to terrorism in world politics. Issues examined may include the origins and goals of major terrorist organizations, tensions that arise between protecting civil liberties and ensuring security when responding to terrorism, and how to distinguish between terrorism and other forms of violence.

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

INTL 6000 Capstone in International Relations (3)
This course centers on the design and development of a scholarly capstone paper, representing the student's achievement as a Master of International Relations. Prerequisite: Completion of 30 credit hours.

INTL 6250 Thesis (6)
The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department 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 expects proposals to be submitted before the 24th credit hour is completed. Prerequisite: Completion of 30 credit hours.

INTL 6500 Internship (3-6)
INTL 6500 Internship is designed to enhance the international relations curriculum. Students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. Thus, all work performed for the purpose of satisfying the requirements of the internship program must in some way relate to the field of international relations. Prerequisites: Completion of all required courses for the MA in international relations (except INTL 6000 Capstone in International Relations or INTL 6250 Thesis). Exceptions may apply at the discretion of the department chair, upon written request, before registering for INTL 6500 Internship. INTL 6500 Internship cannot be substituted for INTL 6000 Capstone in International Relations or INTL 6250 Thesis.

INTL 6900 University Thesis Requirements (0)
Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the University library. Recognizes successful completion of all the thesis requirements.

INTM - Interactive Digital Media

INTM 5630 Digital Design and Information Graphic Production (3)
This course will integrate the use of information graphics with social media. The course will stress how complex ideas and data sets can be visually expressed for use on the web and on various social media platforms. Prerequisite: NPRO 5000.

INTM 5640 Multimedia Production for Websites and Mobile Applications (3)
This course will involve students in the construction and design of interactive websites, applications, and mobile apps. The course will include material on selecting the best platforms for various types of interactive communication. Basic coding and the use of digital templates will be covered in this course, along with how best to deploy multimedia on various digital platforms. Prerequisite: NPRO 5000.

ITM - Information Technology Management

ITM 5000 Information Technology Management: Overview (3)
This overview course presents a managerial and technical perspective that considers the application and management of information and communications technology in business and other types of organizations. The course includes an overview of all the
core courses in the ITM curriculum. This course is a Prerequisite for all other courses in the program.

**ITM 5100 Information and Communications Systems and Networks (3)**
This course introduces students to the technical aspects of information and communications networks and technology. The course focuses on the interdependencies among information and communications technologies and architectures. Emphasis will be placed on the fundamentals of networks (LAN and WAN).

**ITM 5200 Project Management of Information Technology (3)**
This course introduces students to the procedures, tools, and techniques used in planning and managing major IT projects. Issues covered include definition, planning, implementation, 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.

**ITM 5300 Procurement and Contract Management for Information Technology (3)**
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.

**ITM 5400 Systems Analysis, Design, and Implementation (3)**
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.

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

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

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

**ITM 9950 Travel Course-Issues in Information Technology Management (3)**
Current and significant issues in information technology management are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

**JOUR - Journalism**

**JOUR 5345 News Writing and Reporting (3)**
Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Cross-listed with MEDC 5345. Prerequisite: MEDC 5000.

**JOUR 5350 Communications Law (3)**
The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. Cross-listed with MEDC 5350. Prerequisite: MEDC 5000.

**JOUR 5352 Scholastic (High School) Publications (3)**
This course provides preparation for instructing and advising in the area of publication production. The course will provide knowledge of publishing houses and the printing business; knowledge in content and style of contemporary publications; knowledge of available texts and teaching aids; and knowledge of legal and ethical issues in journalism. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. Prerequisite: Admission to teacher post-baccalaureate certification program through the School of Education.

**JOUR 5360 Teaching Journalism Topics (3)**
Designed as a seminar, this course will provide an overview of teaching and advising publications. Topics to be discussed include press rights and responsibilities, news gathering and reporting, design, photography, copyediting, communication law, electronic journalism and management and business skills necessary for advising publications. Participants will receive hands-on experience that can be used in the classroom. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification. Prerequisite: Admission to teacher post-baccalaureate certification program through the School of Education.

**LEAD - Educational Leadership**

**LEAD 5500 Field Experience I in Educational Leadership (2)**
The Field Experience I in Educational Leadership course is an authentic field-based experience that involves work in building level leadership with a minimum of 30 field experience hours in
this class with a total of 300 hours by the end of the program. The identification of the total project and the specific learning outcome experiences involved in the total project should be driven by the needs of the school and the learning needs and interest of the candidate. The candidate will have a mentor who is approved by the university site coordinator.

**LEAD 5501 Foundations of Educational Leadership and Administration (3)**

This course examines the historical, philosophical and sociological foundations of education as they relate to schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Students will understand the process of change and change models. (20 hours of embedded field experience.)

**LEAD 5502 Curriculum, Instruction and Assessment (3)**

This class is designed to increase theoretical and practical knowledge about curriculum, assessment, differentiation, evaluation and the revision cycle across a school system/building from the perspective of the building principal of K-12. The goals of curriculum inquiries should always be to improve teaching/learning/assessment and increase student performance. (20 of hours embedded field experience.)

**LEAD 5503 Ethics for Leaders (3)**

This course is designed to cultivate ethical leaders at the classroom, school and district level who are prepared to influence system transformation. Using student-generated and case study scenarios, participants will engage in reflective practice to develop their ethical leadership capacity. (20 hours of embedded field experience.)

**LEAD 5504 School Finance & Facilities (3)**

This course focuses on school finance at the building level and 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. 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 and will evaluate and reallocate financial resources to improve student results. Students will explore school construction sites, compare buildings and how they contribute to the educational environment. Methods for forecasting enrollment will also be studied. (20 hours of embedded field experience.)

**LEAD 5505 Collaboration & Leadership (2)**

This course will examine critical functions of collaborative leadership and decision making responsibilities of school leaders, problem-solving tools, conflict resolution strategies and how to build positive relationships between schools and communities. (20 hours of embedded field experience.)

**LEAD 5506 Vision, Innovation and Technology (2)**

This graduate education course introduces students to the importance of vision, innovation and current trends and issues in educational technology. Students will take a constructivist approach to develop a leadership vision for implications of past, current and future developments in educational endeavors. Students will also explore the research and latest trends in technology integration and understand how these trends affect curriculum and instruction. (20 hours of embedded field experience.)

**LEAD 5507 School Law (3)**

This course provides legal foundations of U.S. public schools. It examines general principles of statutory and case law, and applies judicial decisions to educational environments. A focus will be on legal responsibilities, constraints and opportunities of education leaders in the public school environment. Topics to be studied include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability and equal opportunities in education. The course also includes special education law. (20 hours of embedded field experience.)

**LEAD 5508 Educating for Equity and Cultural Competence (3)**

Educational leaders face a society where continual and rapid change is the norm, where communities, staff and student bodies are increasingly diverse in race, ethnicity, class, gender, sexuality, religion, family structure and learning styles. At the same time, long-standing barriers of racism and other forms of oppression remain embedded and create unequal outcomes for students and staff. This environment calls on educational leaders to better understand the multicultural and layered reality of all, especially children and youth, to become more self-aware and culturally proficient, and to use their leadership to inspire and shape models for change that removes systemic obstacles and facilitates growth and achievement for all. In this world, a necessary prerequisite for success is being able to assume resilient, moral and culturally proficient leadership. In this course, participants will begin to see the importance of developing a new systemic vision for educational leadership in the face of increasing diversity, change and complexity in our local, national and global context. Leader candidates will bridge multiple perspectives and apply a cultural proficiency framework to increase the quality of education and achievement for the communities they serve. (20 hours of embedded field experience.)

**LEAD 5509 Relational Leader, School and Community (2)**

This course focuses on principles and techniques for improving the educational program through building positive relationships with faculty, students and the school community. The course will also emphasize the importance of public relations, utilizing the constituent base and local businesses, understanding the community culture and working with local media. (20 hours of embedded field experience.)

**LEAD 5510 Talent Management for Recruitment, Development and Retention of Teachers and Personnel (2)**

This course provides principal candidates with the tools to recognize the traits of talents teachers and personnel, and to recruit talented teachers and personnel. It will focus on developing the talent through coaching, informal and formal evaluations as well as how to retain talented teachers and personnel. (20 hours of embedded field experience.)

**LEAD 5511 Practical Statistics & Data-Driven Decision-Making for Educators (2)**

Practical Statistics & Data-Driven Decision-Making for Educators is an introductory graduate course in using quantitative methods for inquiry in the social and behavioral sciences. Students will be exposed to the fundamental concepts and procedures of descriptive and inferential statistics. This course will also provide school leaders with the knowledge and skills to explore and apply basic concepts supporting data-driven decision-making and how to use data-driven decision-making to improve student learning. Students will develop competence in reading and understanding
LEAD 5512 Capstone in Field Experience Seminar (2)
This course will examine current and emerging issues and trends impacting education to include demographic shifts; globalization; technology; data-based decision-making; inclusion of diverse learners in American schools; school safety; and recent research on student achievement when influenced by race, gender and poverty.

Course content will focus on field experiences that are key contemporary issues in public education, which hold important implications for education leadership, policy and practice in the 21st century. At the conclusion of the course, students will be expected to demonstrate the knowledge, skills and dispositions needed to increase their effectiveness in working with multiple school and community stakeholders in increasingly diverse and complex education contexts by presenting a digital portfolio of the projects and reflections in the field experience. (50 hours of embedded field experience.) Prerequisites: LEAD 5500, LEAD 5501, LEAD 5502, LEAD 5503, LEAD 5504, LEAD 5505, LEAD 5506, LEAD 5507, LEAD 5508, LEAD 5509, LEAD 5510 and LEAD 5511.

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 (4)
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. Students will be required to demonstrate an understanding of leadership theories and organizational change. They employ active inquiry, experimentation and reflection to investigate issues of race, ethnicity, gender, disability, equity, social justice and ethics examining the impact of these issues in urban, rural and suburban contexts.

LEAD 6002 School Administration and Resource Management (4)
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.

LEAD 6003 Instructional Leadership (4)
This block is designed to provide students with content and site-based experiences related to multiple aspects of effective instructional leadership and school improvement. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; using data for curriculum alignment and instructional improvement, and an understanding of the design and implementation of differentiated curriculum and instruction across content areas for elementary, middle, and secondary schools. Other topics included will be characteristics of effective instructional leaders; the 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 for improved student learning and engagement at the elementary, middle, and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group readings, discussions and simulations, electronic communications, research studies, identification of effective practices, and interaction with practitioners in administration and personal reflection.

LEAD 6004 Leadership and Collaboration (4)
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.

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 Special Education Law and Legal Issues (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.
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 6120 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.

LEAD 6122 Special Education and Law (2)
Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA, 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 political dynamics of constitutional law, the foundations of special education law, and the process of federal, state, and local education agencies. Special attention will be given to the Safe Schools Act and its specific application to students with disabilities, reauthorization of IDEA, Section 504 of the Rehabilitation Act of 1973, NCLB and the American with Disabilities Act. This course examines the role and responsibilities of the administrator, director, or supervisor of special education at the school district, state, and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of special education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. Extensive reading and research are required to successfully complete this course.

LEAD 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

LEAD 6125 Building Level Administration (2)
This course is an overview of the principalship in rural, suburban, and urban education, school community relations, and school politics: principles, concepts, and issues at the federal, state, and local levels. The course will address organizational development and the benefits of mobilizing resources of time, money and people. It will include techniques of structuring a building environment that identifies institutional needs for diversity and concerns the leadership and administrative tasks of the superintendent. The course focuses on the following areas:
- Strategic plans and system theories.
- Organizational development and operational procedures as it relates to the building level.
- Collaborative skills in regard to working with building level stakeholders and responding to and mobilizing community support.
- Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

LEAD 6126 School 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 by developing a building level budget.
- Evaluate and reallocate financial resources to improve student results.

LEAD 6127 Personnel (1)
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.

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.

**LEAD 6129 Curriculum (2)**

This course is designed to increase theoretical and practical knowledge about curriculum assessment, evaluation and the revision cycle across a school system/district from the perspective of the building principal of preK-12. It will also explore and evaluate differentiated instruction across the content areas. 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.

**Prerequisites:** Acceptance into the EdS program, appropriate technology expertise as would be expected of a principal, and a demonstrated ability to communicate orally and through written material. 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.

**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.

**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.

**LEAD 6134 Internship I: Dispositions (2)**

In the EdS 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 including spending 80 contact hours in 16 weeks working in a leadership role that 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.

**LEAD 6135 Internship II: Diversity (2)**

In the EdS 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 EdS Degree in LEAD requires the successful completion of 5 internship credits within the program. Internships are typically taken one credit at a time and are all individually planned and monitored.

In this internship, diversity in education is the grounding value. The focus will include spending 80 contact hours in 16 weeks working in a leadership role that increases self realization about the complexity of our global society and the various prejudices that are embedded in everyday life. As in the other internships, you are required to find and develop 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.
LEAD 6136 Special Education Internship (2-3)
This internship is an eight week field based experience offered during the summer term. This course must be approached from the viewpoint of individuals with disabilities and/or their families. This course consists of 2 credits for 80 contact hours and 3 credits for 100 contact hours within an eight week time frame. It must follow the guidelines stipulated for all internships delineated in the School of Education Specialist Handbook.

LEAD 6138 Foundations of Special Education Administration (3)
This course is designed to prepare administrators and prospective administrators for organizing and administering educational programs for students with disabilities. This course will examine the roles and responsibilities of an administrator, director or supervisor of special education. It will include a review of state and federal statutory requirements of special education, financial procedures and obligations, organizational structures and service delivery options, relationships to general school administration and access to the general education curriculum. Topics covered will also include current trends in special education, state and federal guidelines and regulations, legal and financing aspects of special education, program planning and administration of special services.

LEAD 6500 Introduction to the Field Experience (1)
During this course, students will be introduced to the field experience which is under the direction of a university and site supervisor. Activities for the field experience are outlined in the practicum handbook as are the practicum hours required for each of the courses. Candidates should provide coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP and MOLeader Building-Level Program Standards.

50 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6501 Foundations of Educational Leadership (3)
This course provides an overview of philosophy, leadership and change models. Outcome of the course will be increased knowledge of leadership styles, problem solving, Root Cause Analysis (RCA), identification of resources, school/community analysis and change models.

LEAD 6502 Leadership for Improving Learning (3)
This course focuses on improving teaching and learning to improve student achievement. Course outcomes will be improving student achievement through instructional leadership practices such as curriculum (vertical and horizontal alignment), instruction, research based instructional practices, formal and informal assessment and data driven decision making for learning as well as meaningful observation and feedback related to effective instructional practice. Candidates will also observe teachers, learn to coach others and give feedback.

30 hours of field experience. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6503 Leadership for Ethics, Equity and Social Justice (2)
Principal candidates will examine ethical frameworks as lenses for understanding, evaluating and applying professional standards for ethical practice as well as district and school policies. Principal candidates will also learn to identify turbulent situations and environments, assess levels of turbulence and apply theory and action.

10 hours of field experience. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6504 Resourceful Leadership (3)
This course focuses on vital aspects of how leaders use and acquire resources such as grants to manage a dynamic school focused on improvement while exhibiting equity and ethical behaviors. The course will examine multiple resources such as finance, budget and federal/state/local funding. Learners will explore school organization models, theories of management and personnel from hiring to supervision and retention.

30 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6505 Culture, Collaboration and Diversity (2)
Learners will explore individual, interpersonal and communication skills and strategies to harness the power of diversity and inclusion in teams, organizations and communities for collaborating resulting in education and organizational growth. Learners will understand and practice using conflict management skills.

30 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6506 Leadership with Vision (2)
This course is designed to develop a working theory of visionary leadership. The course will incorporate practical structures, personalized learning experience(s), current issues or challenges fused with the leader’s knowledge of self, culture and professional values. Course outcomes will be learning to develop, implement and steward a vision and mission statement which uses multiple sources of data and the inclusion of stakeholders. Participants will also become proficient at applying tools for engagement including: 1) inquiry, 2) reflection, 3) dialogue, 4) active listening, and 5) ethical and legal handling of information.

30 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6507 Advanced School Law (3)
This course is designed as a law course for school teachers and leaders. Topics to be studied include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability and equal opportunities in education. Special education law (IDEIA) and Every Student Succeeds Act (ESSA) will also be studied.

20 hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6508 Trauma Informed Leadership (2)
Principal candidates will develop a systematic approach integrating trauma-informed practices within existing structures. They will use a school’s demographics to develop a PD plan.
LEAD 6500 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 an introduction to the American legal system, focusing on the American legal system's structure, the legal process, and the roles of legal professionals. It covers 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 those needed to write legal citations. Methods of Legal Research and Writing I introduces the student to the skills necessary for identifying, locating, and using legal resources, including: primary sources of statutory and case law, secondary authority, and research reference tools commonly located in a law library which are used to navigate the primary and secondary sources. In addition, students will be introduced to the process of computer-aided legal research. This class also explores the process of legal analysis through the incorporation of the results of legal research into legal argument and legal memoranda. Prerequisite: LEGL 5000.

LEGL 5270 Methods of Legal Research and Writing II (3)
This course is a continuation of LEGL 5260. Methods of Legal Research and Writing II is designed to build upon the research skills learned in Methods of Legal Research and Writing I and to enhance the paralegal student's legal analytical and writing skills. The course includes several legal issue writing projects, at least two of which will combine both research and writing skills. Prerequisites: 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, legislatures, and jurists. Prerequisite: LEGL 5000.

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

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

LEGL 5480 Criminal Actions (3)
This course is an in-depth study of all facets involving criminal law. Students will study the criminal court system from law enforcement investigations through criminal trials and correctional facilities. Students will also study United States Constitutional Amendments which deal with criminal law, as well as statutory laws involving crimes against persons and property. 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. May be repeated for credit if content differs. Prerequisites: LEGL 5000 and LEGL 5260.

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

LEGL 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 is 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 and 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; and, 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. The mandatory on-site portion of this course is offered in Leiden, the Netherlands.

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 lawmakers 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 toward the future roles these entities may play in peacemaking.

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 5601 Professional Ethics in National Security Law (3)
This course exposes students to ethical codes and standards that apply to national security law and challenges students to apply them in a variety of professional and employment situations within the field of national security, including law and government. The course primarily focuses on United States’ standards while acknowledging the transnational nature of national security law.

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, to preparing and filing patent applications, to prosecuting patent applications and post issuance topics. Additionally, the course will address the process of selecting and protecting trademarks including pre-adoptive searching, preparation and filing of applications, prosecution of applications, and issuance and maintenance of trademark registrations in the U.S. and abroad. The course will focus on the paralegal’s role in obtaining and maintaining patents and trademarks, including electronic filings. **Prerequisite:** LEGL 5000.

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

### MBA - Master of Business Administration

**MBA 5010 Value Creation (3)**
The successful business organization correctly identifies and efficiently manages those activities with the potential to generate the greatest possible value, congruent with overall organizational direction. This course lays the foundation for further study by carefully examining the meaning and potential sources of value creation, the interaction of stakeholder interests in the distribution of value created and the specific role of functional business areas in the generation of value. There is an additional course fee of $42.

**MBA 5020 Quantitative Methods for the MBA (3)**
This course provides an overview of quantitative skills necessary to succeed in the MBA program. The time value of money concept is used as context to assist students in learning basic math functions and how to compute them within Excel. The student is also introduced to basic probability calculations and concepts including the normal distribution.

**MBA 5030 Market Analysis and Business Planning (3)**
Optimal business decisions are based on a plan that maximizes the value of the organization. This course is designed to help students develop the analytical skills necessary to create effective plans based on the evaluation of an organization's strengths and the external environment in which it operates. **Prerequisite:** BUSN 5000 and MBA 5010.

**MBA 5100 Adding Value through Human Capital (3)**
Human capital is a valuable asset that influences productivity and performance. Employees contribute most effectively to business objectives and value when their goals are aligned with those of the organization. This course explores the role the new workforce ecosystem, team dynamics and effective leadership play in strengthening this link. **Prerequisites:** BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

**MBA 5200 The Financial Value of Capital Projects (3)**
In order to increase the financial value of a firm, a project must produce sufficient profits to satisfy the firm's owners. In this course, students evaluate whether proposed projects are consistent with the business plan and use capital budgeting techniques to determine if projected cash flows adequately compensate the organization for the risk associated with the project. **Prerequisite:** BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.
MBA 5300 Providing Value to Customers (3)
Successful businesses create value for their customers. This course covers the use of the market segmentation process to identify desired customers, build and maintain relationships with them and determine the market mix which best meets their needs. Prerequisites: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5400 The Supply Chain and Business Processes (3)
Efficient operations are a key component of firm value. This course delves into the supply chain and other business processes with a focus on continuous improvement. Students explore workflow processes, inventory systems, logistics, cost estimation, project management and variance analysis. Prerequisites: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5500 Information Support for Decision Making (3)
In order to appropriately assess new value creating opportunities and efficiently manage internal processes, businesses need access to accurate, useful data. This course provides an overview of an organization’s information infrastructure and the processes by which data is acquired, secured, analyzed and presented to decision makers. Prerequisites: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5910 Cases in Value Creation (3)
Students evaluate business situations, diagnose problems and make recommendations for enhancing organizational value. Value creation foundations and competencies built throughout the program are applied to weekly case studies. There is an additional course fee of $42. Prerequisites: MBA 5100, MBA 5200, MBA 5300, MBA 5400 and MBA 5500 (can be taken concurrently with MBA 5500).

MBA 5920 Walker Consulting Project: Adding Value to Organizations (3)
Walker School of Business and Technology students address a real-world organizational opportunity or challenge and create value-added solutions. Teams communicate their recommendations in both oral and written reports. Prerequisites: MBA 5100, MBA 5200, MBA 5300, MBA 5400 and MBA 5500.

MEDC - Media Communications

MEDC 5000 Media Communications (3)
Students examine media 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. Course may be repeated for credit if content differs, not to exceed 6 credit hours. 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. Course may be repeated for credit if content differs, not to exceed 6 credit hours. Prerequisite: MEDC 5000.

MEDC 5300 Strategic Communications (3)
This course is taught from a top-management perspective regarding the strategic role of communications, and the communications manager, in achieving the company mission and measurable bottom-line results. It introduces students to an integrated approach to managing all communications functions, including all direct and indirect communications requirements for both internal and external audiences and intermediaries, such as customers, suppliers, distributors, employees, shareholders, competitors, politicians, analysts, journalists and lobbyists. It encompasses the functional areas of marketing communications, organizational communications, media relations, investor relations, government relations and corporate branding. Prerequisite: MEDC 5000.

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

MEDC 5345 Writing for Media Communications: Journalism (3)
Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Cross-listed with JOUR 5345. Prerequisite: MEDC 5000.

MEDC 5346 Writing for Media Communications: Interactive Scriptwriting (3)
Development of the script in adherence to the planning vehicle requires a thorough understanding of the primary and secondary tasks of the interactive environment. This script must provide full detail for execution of the planning vehicle. Scripting for computer-based training, point of information, point of sale, and other deployments are discussed in this course. Prerequisites: MEDC 5000, MEDC 5600 and NPRO 5100.
MEDC 5350 Media Organization and Regulations (3)
The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. Prerequisite: MEDC 5000.

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

MEDC 5370 International Media Literacy (3)
This course focuses on the global implications and applications of the discipline of media literacy. First, the course examines points of conceptual consensus that exist within the global media literacy community. In addition, the course compares the media literacy principles, concepts, and approaches that are characteristic of different cultures. Students conduct media literacy analyses of media presentations as a way to learn about cultural attitudes, values, behaviors, preoccupations, and myths. Moreover, students consider whether media literacy approaches commonly employed in other countries might provide fresh insight into the media presentations of one’s own country of origin. Finally, the class looks at ways in which media literacy analysis signals change in both media and cultural landscapes. Prerequisite: MEDC 5310.

MEDC 5390 Practicum (3)
Students undertake, with the supervision of a qualified professional, an approved internship in a media-related setting. The course includes work and academic experience. The work experience involves professional media duties. The academic experience involves written assignments and attendance at seminars. The outline of duties and evaluative methods are established by the student and the internship mentor and approved by the mentor prior to initiation of the program. Prerequisites: Completion of at least 21 credit hours in the MA in media communications program, including MEDC 5000; meeting program criteria; and permission of the internship coordinator and the director of Graduate Studies. Note: Internships should be directly relevant to students’ course of studies and majors.

MEDC 5400 Media Production Management (3)
The student applies theories of how communications campaigns work in a real-world environment. Students will critically examine all aspects of the strategic campaign planning process, including research, budgeting, planning, writing and evaluation. The course focuses on how corporate communications, such as public relations, internal communications, advertising and marketing all work together to achieve organizational objectives. Prerequisite: MEDC 5000.

MEDC 5401 Media Production Management: Interactive (3)
This course prepares students to manage the variety of disciplines 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 NPRO 5000.

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 computer technology, 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. Prerequisites: MEDC 5000, MEDC 5310 strongly recommended.

MEDC 5480 Comparative Approaches to Media Literacy (3)
This course focuses on qualitative approaches to the study of media literacy, including nonverbal, mythic, Socratic, ideological, autobiographical, and production elements. Students will consider various aspects of the field of media literacy including international approaches/developments in the field; media literacy sectors (education, production, public policy, community) and assessment strategies. Students assume responsibility for a major project or paper. 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 (3-6)
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; applications for podcasting and blogs; creating cultural change through organizational communications; etc. May be repeated once for credit if content differs and is appropriate for student’s course of study, not to exceed 6 credits. Prerequisites: May vary by topic.

MEDC 5600 Introduction to Interactive Communications (3)
A practical, up-to-date introduction to the documentation process required to plan and initiate interactive multimedia projects. This course offers a comprehensive approach to planning interactive media projects within an ever-changing multi-device environment. Through hands-on exercises, students will become familiar with the key processes and decision points required to fully document aspects of strategy, research, planning and implementation for digital projects.
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 5710 Writing for Latino Media Outlets (3)
This course is a basic journalism course that teaches writing aimed at websites, apps, social media, and newspapers, and various other communications platforms that connect with and inform the Latino community. This course teaches the basics of journalistic writing and how journalistic forms are important to community building. This course may include some bilingual assignments.

MEDC 5715 Analyzing the Latino Media Market (3)
This course will give students insights into the fastest growing demographic group in the United States, the Latino market. In this course, students will use analytical methods to understand the Latino community and to see how marketing firms and advertisers interact with this important demographic group. This course will help illuminate how various marketing firms are pursuing the Latino market and are succeeding and sometimes failing. The course will delve into the important intercultural aspects necessary to understand how the media interact with the Latino community. And the course will dissect how various Latino media outlets also interact with the community and act as liaisons between marketers and Latinos. Prerequisite: MEDC 5000.

MEDC 5720 Latin American Issues and Media Production (3)
This course will teach intermediate to advanced journalism techniques, with students learning how to write and produce short-form radio stories. Students will also have the opportunity to have their stories and material broadcast on both Webster University's Internet radio station The Galaxy Radio and as part of program content in the "Latin Pulse" radio series produced at Webster University. This course will focus on teaching stronger writing, interviewing, editing, and programming techniques. All of the content for this course will include subject matter important to the Latino market and are succeeding and sometimes failing. The course will delve into the important intercultural aspects necessary to understand how the media interact with the Latino community. And the course will dissect how various Latino media outlets also interact with the community and act as liaisons between marketers and Latinos. Prerequisite: MEDC 5000 and MEDC 5710.

MEDC 5725 Media and Communications in Latin America (3)
This course examines the emerging power dynamic between the media in Latin America and the political and economic structures of the region. This course will provide a blend of communication analysis, history, and politics. This course is for students who want to immerse themselves in the analysis of media in this region. The course will examine the structure, role and challenges for the media. Students will be expected to discuss, analyze, make presentations, and write with depth on these topics. Prerequisites: MEDC 5000 and MEDC 5360.

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. May be repeated once for credit, not to exceed 6 credit hours. Prerequisites: MEDC 5000, MEDC 5310, MEDC 5480 and permission of instructor.

MEDC 6000 Seminar in Media Communications (3)
In this course, students create a capstone research project. Students are expected to synthesize and integrate the learning experiences acquired in the curriculum and to evaluate current media communications research topics relative to a particular area of interest. Students should seek to add to the body of media communications knowledge with all capstone research projects. 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 project 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 communication 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. Prerequisites: Completion of all other graduate courses and approval of written project proposal by the chair of the communications and journalism department and the dean of the School of Communications. The written project proposal must follow current thesis guidelines and include appropriate graduate thesis forms.

MNGT - Management

MNGT 5000 Management (3)
This course introduces the principles of management and leadership by engaging the four primary managerial functions of planning, organizing, leading and controlling. Students learn to conduct environmental analysis, analyze strategy, structures and governance utilized by managers for creating effective and efficient organizations. There is an additional course fee of $30.

MNGT 5300 American Business and Management (3)
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. Note: This course is for students who have satisfactorily completed English as a Second Language.
Course Descriptions

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. (Note: WSBT 5000 is not considered a seminar course.)

MNGT 5590 Organizational Behavior (3)
This course introduces students to 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 resource allocation decisions either in pursuit of competitive advantage or pressing the current advantage at the right time. This course teaches students how to analyze an industry to understand profit potential. This course teaches how to conduct an internal analysis to understand relative competitive strength. The course provides hands-on experience in decision-making using the Capstone Simulation. There is an additional course fee of $99. Prerequisites: BUSN 5200 and MNGT 5000.

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 5710 Cross Cultural Management (3)
Culture's influence on attitudinal and behavioral differences that arise in international and domestic business is examined. Course considers various organizational models designed to address cultural differences at the interpersonal, intergroup, and cross-national levels.

MNGT 5870 Issues in Management (3)
Current issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. 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)
In this course students evaluate the role of business in society and the demands managers face in maintaining moral integrity while fulfilling their obligations as agents of organizations and firms. Special emphasis is placed on ethical issues confronted by middle managers, as well as strategic implications of corporate responsibility.

MNGT 6000 Integrated Studies in Management (3)
In this capstone course, the student is expected to analyze, synthesize and integrate the conceptual and theoretical knowledge based around the four program learning outcomes using a case study. The emphasis is on the application of theoretical and conceptual material found in management, leadership, strategy and problem-solving frameworks. Prerequisites: MNGT 5000, MNGT 5590, MNGT 5670, MNGT 5650, BUSN 5200, HRMG 5000 and HRDV 5630.

MNGT 6250 Thesis (6)
The student completes a management thesis project under the supervision of a faculty thesis supervisor and one other faculty member. 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 expects proposals to be submitted before the 24th credit hour is completed. Prerequisites: Completion of all core course requirements for their major, as well as any specific prerequisite course specified for the thesis course. A thesis may not be substituted for any core course or for any capstone course requirement for the student’s field of study.

MNGT 6500 Management Internship (3)
This course is designed to enhance the graduate management curriculum. Along with a faculty internship coordinator, students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. All work performed for the purpose of satisfying the requirements of the internship program must in some way relate the field of management.

MNGT 9950 Travel Course-Issues in Management (3)
Current issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

MRKT - Marketing

MRKT 5000 Foundations of Marketing Strategic Thinking (3)
This survey course is an applied-based introduction to the process of strategic decision-making within the marketing functions of
an organization. The goal of this course is to assist students in advancing their ability to determine and employ effective goals, strategies and tactics which create (i.e. market oriented) and capture (i.e. organization oriented) value. The course topics include: market sensing; marketing strategy; buyer/consumer behavior; segmentation, targeting and competitive positioning; market mix goals, strategies and tactics. There is an additional course fee of $50.

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. This course may not be completed as directed study. 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.

MRKT 5520 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 5550 Sales Management (3)
This course is designed to help the students become familiar with the theory, concepts, terminology, and problem-solving techniques used in sales and how sales are an important part of the overall promotion plan. In addition, the student will be given insight into how a successful salesperson communicates, including an analysis of consumer buying behavior. Prerequisite: MRKT 5000.

MRKT 5570 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 as well as topics such as website functionality, search engine optimization, and the use of social media.

MRKT 5610 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 5690 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 5720 Promotional Management (3)
Students examine the use of all available promotional vehicles to communicate to potential customers the messages that support the objectives of the marketing plan. Each of the four elements of the promotion mix is covered: advertising, publicity, sales promotion, and personal selling. Specific focus is applied to building differentiated value perceptions in the customers in relation to competitors’ products. Prerequisite: MRKT 5000.

MRKT 5730 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 5740 Management of Digital Marketing (3)
This course examines the management of digital marketing including strategy, implementation and executional considerations. Participants will acquire the fundamental knowledge of how to formulate an integrated digital marketing plan through a combination of lecture, case studies, and course projects. Prerequisite: MRKT 5000.

MRKT 5750 Management of Social Media (3)
Students examine tactical and strategic processes necessary for utilizing social media to engage customers and develop markets. Emphasis is placed on measuring and tracking effectiveness of social media marketing strategies. Prerequisites: MRKT 5000 and MRKT 5740.

MRKT 5790 Digital Marketing Strategy (3)
The course will allow students to strategically integrate the skills and knowledge from the prerequisite courses (listed below). This will be accomplished through a combination of lecture, case studies, and course projects. Successful students will complete the course with a comprehensive knowledge of and experience with how to develop an integrated digital marketing strategy from formulation to implementation. Prerequisites: MRKT 5740, MRKT 5750 and MRKT 5895.

MRKT 5850 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. Prerequisites: MRKT 5000, MRKT 5890 or BUSN 5760.

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 5895 Marketing Analytics (3)
The overarching purpose of this course is to convey the benefits of a systematic and analytical approach to marketing decision-making. Further, students will learn to build skills, acquire knowledge and develop attributes necessary to undertaking such marketing analyses. This course will prepare individuals...
who (1) appreciate the importance of competitive advantages leveraged by analytics; (2) understand the existence of the tools, the advantages and limitations of each tool; and (3) can apply these tools, interpret the input and communicate the output from these tools and models and apply them to assist business decisions. **Prerequisites:** MRKT 5000 or equivalent and BUSB 5760 or MRKT 5890.

**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:** At least four courses (12 credit hours) from the MS in marketing program must be completed with a B- or better.

**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. **Prerequisite:** MRKT 5960.

**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.

**MRKT 6250 Thesis (6)**

The student completes a marketing thesis project under the supervision of a faculty thesis supervisor and one other faculty member. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be submitted 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 expects proposals to be submitted before the 24th credit hour is completed. **Prerequisites:** Completion of all core course requirements for their major, as well as any specific prerequisite course specified for the thesis course. A thesis may not be substituted for any core course or for any capstone course requirement for the student's field of study.

**MRKT 6500 Marketing Internship (1-6)**

This course is designed to enhance the graduate marketing curriculum. Along with a faculty internship coordinator, students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. All work performed for the purpose of satisfying the requirements of the internship program must in some way relate to the field of marketing.

**MRKT 9950 Travel Course-Issues in Marketing (3)**

Current and significant issues in marketing are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

### MTHC - Mathematics for Educators

**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 differs.

**MTHC 5230 Discrete Mathematics (3)**

This course covers mathematical structures pertinent to an understanding of computers, including graphs, Boolean algebra, and finite state machines.

**MTHC 5250 Vector Geometry (3)**

Basic concepts pertaining to vectors in the plane are developed. Proofs of theorems of plane geometry, using a synthetic approach, an analytic approach, and a vector approach are compared. The class introduces vector spaces.

**MTHC 5260 Algebra for Secondary Teachers (3)**

Students examine and extend topics in secondary school algebra. Techniques and materials for teaching algebra are also discussed.

**MTHC 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. Students enrolling in this course are assumed to have completed the undergraduate calculus sequence with grades of B or higher.

**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 differs.

**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 differs.

**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 differs.
MTHC 5330 Probability (3)
Participants study probability on finite sample spaces along with applications to gambling and game theory.

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 5430 The Real Number System (3)
The course covers the algebraic and topological properties of the real number system and several of its subfields and subrings.

MTHC 5450 Topics in Number Theory (3)
This course covers selected topics in number theory, such as modular systems, quadratic reciprocity, number-theoretic functions, Pythagorean Triples, and perfect numbers. Specific topics to be determined by instructor. Relevant theory will be developed.

MTHC 5480 Problem-Solving Strategies in Mathematics (3)
The primary objective of this course is to help students develop reasoning strategies that are powerful tools in solving problems.

MTHC 5500 Studies in Mathematics (1-6)
Courses in this category are offered on an irregular basis. May be repeated for credit if content differs.

MTHC 5590 Final Reflections (0)
All math 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 - Music

MUSC 4010 Composition (1-3)
For students contemplating composition and related activities as occupations. Each student develops content in consultation with the instructor. May be repeated for credit. Prerequisite: MUSC 3010 or permission of the instructor.

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 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 Secondary Choral Methods and Literature (3)
This course is designed to help prepare the prospective music educator with the essential musical knowledge, teaching skills, and values necessary to provide a meaningful choral experience for his or her students. Prerequisite: MUSC 3410 or permission of the 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 (2)
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 4175 Piano Literature II (2)
Continues MUSC 4170. Prerequisite: MUSC 4170.

MUSC 4180 Piano Literature III (2)
Continues MUSC 4175. Prerequisites: MUSC 4170 and MUSC 4175.

MUSC 4185 Piano in Chamber Music Literature (3)
A survey of the chamber music keyboard literature. Style analysis, performance-practice problems, and editions are emphasized.
Prerequisite: Permission of the instructor.

MUSC 4190 Orchestral Literature (3)
Examines the development of orchestral literature from the eighteenth century to the present. Study topics include sonata form, instrumentation, the concerto, the tone poem, and so forth. Major works from Haydn, Mozart, Beethoven, the German Romantic composers, and twentieth century composers such as Bartok, Hindemith, Schoenberg, Schwantner, Shostakovich, and Stravinsky will be covered. Prerequisite: MUSC 2040.

MUSC 4220 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 I (2)
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 4255 Voice Pedagogy II (2)
Students enrolled in the Voice Pedagogy courses study the human voice through reading, writing, listening, and class discussion. Prerequisite: MUSC 4250.

MUSC 4260 Piano Pedagogy I (3)
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 (1)
Continues MUSC 4260. Prerequisite: MUSC 4260.

MUSC 4320 Jazz Education Methods (2)
A survey of pedagogical techniques, conducting, and teaching materials for the development of the middle school and high school instrumental and vocal jazz program. Prerequisite: Permission of the instructor.

MUSC 4340 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 4350 Jazz Scoring and Arranging II (3)
Continues MUSC 4340. Prerequisite: MUSC 4340.

MUSC 4360 The Working Musician (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 the instructor.

MUSC 4370 Marketing for Musicians (3)
Examines aspects of image building, promotion kits (letterhead, internet site, photography, video/audio discs (repertoire, recording, art work, copyright, licensing, promotion, sales, reviews, etc), working with a publicist, advertising agency, manager and/or agent, audience connections (targeting educational residencies, seminars, and conventions), contracts, auditions, professional organizations and memberships. Prerequisite: MUSC 4360 or permission of the instructor.

MUSC 4700 Advanced Topics in Music (2-3)
A capstone course synthesizing various aspects of music history, theory, performance practice, and/or vernacular and world music traditions. Prerequisites: MUSC 2040; junior standing or permission of the instructor.

MUSC 4800 Advanced Topics (2-3)
Course content varies each semester. See current course description book for subject matter for a particular semester. Credit may be in music history, music theory, music business, or music education. May be repeated for credit. Prerequisites: MUSC 2020 and senior standing.

MUSC 4900 Webster University Concert Choir (1)
This choir is open to undergraduate singers in the University community. The Concert Choir performs a variety of choral literature representing many periods and styles, sometimes in cooperation with other Webster choirs. May be repeated for credit. Prerequisite: Audition or permission of the instructor.

MUSC 4910 Webster University Chamber Singers (1)
This select chamber choir is open to all students by audition. The Chamber Singers perform a cappella and accompanied choral masterpieces from the Renaissance to the present, sometimes in cooperation with other Webster choirs. May be repeated for credit. Prerequisite: Audition.

MUSC 4920 Webster University Aurelia (1)
This choir is open to undergraduate and graduate students in the University community. Aurelia performs a variety of choral literature for treble voices, representing many periods and styles, sometimes in cooperation with other Webster choirs. Treble voices only. May be repeated for credit. Prerequisite: Audition or permission of the instructor.

MUSC 4940 Webster University Orchestra (1)
The Webster University Orchestra is comprised of student musicians, faculty members, and community members. The orchestra presents five to six concerts each year with repertoire
from chamber orchestra to full symphonic settings. May be repeated for credit. **Prerequisite:** Audition. Instrumental majors who do not qualify will be placed in other instrumental ensembles.

**MUSC 4950 Webster University Chamber Music Ensembles (1)**
The Department of Music offers numerous smaller ensembles, including New Music Ensemble, Guitar Ensemble, String Quartet, Sax Ensemble, Woodwind 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 4955 Webster University Jazz Singers (1)**
A select vocal jazz ensemble focusing on jazz charts for mixed voices. Emphasis is placed on improving vocal technique, ensemble singing, development of improvisational skills, an ongoing emphasis in building sight reading, overall musicianship skills, improvisation and the study, listening and performance of vocal jazz styles and vocal jazz choral repertoire. **Prerequisite:** Permission of the instructor.

**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 the past 100 years on weekly Monday afternoon recitals as well as public concerts each semester. May be repeated for credit. **Prerequisite:** Audition.

**MUSC 4970 Webster University Jazz Collective (1)**
The Jazz Collective is a large 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. May be repeated for credit. **Prerequisite:** Audition.

**MUSC 4980 Webster University Wind Ensemble (1)**
The Wind Ensemble is open to all woodwind, brass, and percussion students. 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. May be repeated for credit. **Prerequisite:** Audition.

**MUSC 4990 Webster University Opera Studio (1)**
The Opera Studio is open by audition to all Webster voice students. The ensemble presents opera scenes and complete works from the Baroque through contemporary periods twice annually. The ensemble frequently works with renowned guest directors and conductors, and receives assistance from Repertory Theatre of St. Louis and Opera Theatre of St. Louis. May be repeated for credit. **Prerequisite:** Audition.

**MUSC 5000 Applied Music (1-6)**
Available in piano, voice, organ, and all orchestral instruments.

**MUSC 5001 Applied Piano (2-4)**
One hour-long lesson weekly on piano. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite:** Graduate standing.

**MUSC 5002 Applied Voice (2-4)**
One hour-long lesson weekly on voice. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite:** Graduate standing.

**MUSC 5003 Applied Jazz (2-4)**
One hour-long lesson weekly on a jazz instrument. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite:** Graduate standing.

**MUSC 5004 Applied Instrument (2-4)**
One hour-long lesson weekly on an orchestral instrument or guitar. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite:** Graduate standing.

**MUSC 5005 Applied Organ (2-4)**
One hour-long lesson weekly on organ. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite:** Graduate standing.

**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 5100 Analytical Techniques I (3)**
MUSC 5100 is the first of a two-semester course sequence that focuses on the analysis of traditional Western music dating from approximately 1650 to the present. In this semester, we will study analytical approaches that can be applied to Baroque, Classical and Romantic compositions. These analytical techniques include structural and formal approaches, Schenkerian analysis, motivic analysis, interdisciplinary approaches and ways to analyze musical ambiguity to provide a deeper understanding of music from the common practice period. **Prerequisite:** Graduate standing.

**MUSC 5110 Analytical Techniques II (3)**
MUSC 5110 is the continuation of a two-semester course sequence that focuses on the analysis of Western art music dating from approximately 1650 to the present. In this semester, we will study analytical approaches that can be applied to twentieth- and twenty-first-century compositions. This course will investigate current trends in music theory related to modes and collections, set theory, serialism, rhythmic analysis, and formal procedures, among other analytical approaches. **Prerequisite:** Graduate standing.

**MUSC 5120 Seminar in Music Literature (3)**
This course involves advanced study of special topics in the history of music from all periods (Medieval, Renaissance, Baroque, Classical, Romantic and Twentieth Century). **Prerequisite:** Graduate standing.

**MUSC 5200 Independent Study (1-4)**

**MUSC 5230 Seminar in Music Business (2)**
This seminar addresses the theoretical as well as practical processes of creating a career as a member of a professional ensemble, a free-lance musician, teacher, composer, or conductor. Topics covered could include creating professional work, organizing ensembles, publishing music and method books, and applying for arts grants. **Prerequisite:** Permission of the instructor.
MUSC 5320 Advanced Instrumental Conducting (1-4)
The student cultivates skills in conducting instruments and instruments with voices. The course includes studies in score reading, literature, score study, and other appropriate areas of general musicianship, depending on the individual needs of the student. May be repeated for credit. Prerequisite: Permission of the 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. May be repeated for credit. Prerequisite: Permission of the instructor.

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 not be completed by directed study. May be repeated for credit if content differs.

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. May be repeated for credit if content differs. Prerequisite: Graduate standing.

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

MUSC 6250 Thesis/Document in Music (2-4)
This course focuses on original research in special projects in the field of music. Prerequisites: Graduate standing in music and permission of the instructor.

NPLR - Nonprofit Leadership

NPLR 5000 Nonprofit Organizations (3)
This course provides an overview of the management functions relevant to nonprofit organizations, including legal structure, organizational design and behavior, communications, ethics, managing information systems, assembling and managing boards, as well as pro-gram design and implementation. The focus of the course is integration of theory and real-world application in nonprofit organizations.

NPLR 5010 Governance and Executive Leadership in Nonprofits (3)
The primary focus of this course is the need to develop a strong partnership between the Board and senior leadership in nonprofits. This course will examine contemporary governance theories for nonprofits, along with applications and case analysis of small and large nonprofit organizations. In addition, the role of the chief executive as supervisor, colleague, leader and visionary will be developed and examined.

NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3)
This course will provide a comprehensive survey of the fundamentals and issues of marketing and resource development in the nonprofit sector. Coursework will emphasize the skills and techniques needed to develop innovative marketing plans that promote interest in the services, clients and products which comprise the focus of nonprofit organizations and that result in an overall organizational approach to resource development.

NPLR 5210 Social Enterprise and Social Entrepreneurship (3)
This course will provide an understanding of the specific skills, and knowledge required to lead and manage the revenue development process in today’s social enterprise organizations. Through readings, discussion, and best practices, students will identify and examine related business revenue development and funding issues and methods with a goal of becoming a self-sustaining nonprofit or social entrepreneurial organization.

NPLR 5710 Contemporary Issues in Nonprofits (3)
Contemporary issues and trends facing today’s nonprofit and social enterprises will be discussed and examined. The course focuses on existing theories and practices, as well as on new and emerging topics relevant to the field. May be repeated for credit if content differs.

NPLR 5810 Alliances, Partnerships and Mergers Among Nonprofits (3)
This course will provide both theory and real-world applications relevant to formation of alliances, partnerships, and mergers, in nonprofit organizations in today’s “new normal” economic environment. Students will also examine the similarities and differences of alliances and mergers in the two sectors for-profit and nonprofit through readings, case studies and guest lecturers.

NPLR 5910 Planning, Implementation, and Evaluation in Nonprofits (3)
This course focuses on the various planning, implementation, and evidence-based program evaluation processes in nonprofit organizations. Students will integrate these processes into a course project (“nonprofit implementation and assessment” plan). Prerequisites: Students must complete NPLR 5000, NPLR 5010, NPLR 5020, NPLR 5210 and BUSN 5210 prior to enrolling in this course, or with permission of the instructor.

NPLR 6210 Integrated Studies in Nonprofit Leadership (3)
In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding acquired in the curriculum by use of live and written case study analysis, a research project, or nonprofit business plan. The emphasis is on the student’s development of written analytic material that can be utilized for program assessment as well as individual student assessment. Prerequisite: Completion of all other required courses in the major.
NPRO - New Media Production

NPRO 5000 New Media Tools (3)
This course will provide an overview of new and emerging media for students. As digital platforms are dynamic and in flux, the introduction of key and fundamental digital platforms may shift, however, important online and social media platforms for media projects will be introduced as part of this course. This course will explore which platforms are best for multimedia presentations on the web and in social media and introduce students to the best strategies in employing these platforms. The course will stress application of analytical thinking to the challenges posed by the modern and dynamic digital media environment.

NPRO 5100 Written Storytelling (3)
This course helps students develop several styles of nonfiction video scriptwriting for storytelling across platforms. The course will apply to both traditional media (radio, television, films) and also to emerging media structures (websites and the use of multimedia on social media platforms). Prerequisite: NPRO 5000.

NPRO 5200 Audio Storytelling (3)
In this course, students will learn to tell stories through the creation and manipulation of verbal and nonverbal audio elements. Students will create audio essays, sound portraits and audio mini-documentaries. The course combines theory and practice. Prerequisite: NPRO 5000.

NPRO 5300 Visual Storytelling (3)
This course will stress visual strategies for storytelling. The course will include static images, digital slideshows and videography. The course will cover visual strategies as techniques to creating both short-form and long-form productions. Students will learn techniques that are applicable to documentary films, photojournalism, television, and multimedia projects. Prerequisite: NPRO 5100.

NPRO 5550 Special Topics in New Media Production (3-6)
This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. May be repeated once for credit if content differs, not to exceed 6 credit hours. Prerequisites: NPRO 5000 and MEDC 5600 recommended.

NPRO 5900 New Media Project Production (3)
This course will stress the research and production of stories on multimedia platforms. The student will create a series of multimedia projects in the course that are integral to a theme picked by the student with the consultation of the instructor. Students will use research techniques to improve the planning of large multimedia projects. Students will advance their knowledge of how best to use multimedia in a multiplatform digital environment while researching and producing stories. Prerequisites: NPRO 5000 and NPRO 5300.

NPRO 6000 New Media Thesis Project (6)
This course challenges the student to demonstrate a synthesis of all previous course work in the creation of a capstone project. This capstone project will demonstrate the student’s mastery of various multimedia techniques. The student will research and create a written proposal for this capstone project and then produce that project during the course. The outcome for this course should be a portfolio-quality multimedia work or works that can be displayed in a multiplatform environment. Prerequisite: All other core courses in the MA must be completed and with the permission of the program facilitator.

NTSC - National Security

NTSC 5000 Introduction to National Security Studies (3)
This course introduces students to the primary actors and institutions involved in national security as well as the ideas, concepts, theories and practices in the field of national security and policymaking. Additionally, students will learn to analyze and differentiate threats, both perceived and real to national security.

NTSC 5100 Research Methods in National Security Studies (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 national security studies.

NTSC 6000 Capstone in National Security Studies (3)
Students will develop a mini-thesis capstone project that can be used to inform a national security policy decision. Using the research methods, knowledge and skills from the entire program, students will produce a research product informed by scholarship and practice in the field that accurately assesses a national security issue and recommends a logical course of action. Prerequisites: NTSC 5000, NTSC 5100 and completion of 30 credit hours.

NTSC 6250 Thesis in National Security Studies (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. Proposal forms are available from the departmental website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposal to be submitted before the 24th credit hour is completed. Prerequisites: NTSC 5000, NTSC 5100 and completion of 30 credit hours.

NURN - Nursing

NURN 5000 Theoretical Foundations of Advanced Nursing (3)
Students examine philosophical and theoretical foundations of nursing. Analysis of selected concepts and theories from nursing and related fields are emphasized. The role of the MSN prepared nurse is explored.

NURN 5005 Collaboration and Communication (3)
This course focuses on the effective communication and collaboration skills of the master's prepared nurse as a member and leader of interprofessional teams. A variety of communication modes including oral, written and emergency technologies are practiced. May be repeated once for credit.

NURN 5050 Policy and Politics in Nursing (3)
This course examines policy within the health care arena focusing on the policymaking process; the organization, delivery, and
financing of healthcare; and the nurse’s role in advocacy. Conceptual models clarify aspects of policy problems suggesting explanations for decisions and consequences. Political advocacy and the health policy change process will be explored at the local, state, national, and global level. This course reviews principles of health care economics affecting health policy.

NURN 5210 Strategies to Facilitate Learning (3)
This course is designed to explore a variety of teaching methods used by nurse educators/leaders to facilitate learning. Learning theories and principles of adult learning to achieve outcomes are examined. Use of technology to facilitate learning is integrated throughout the course. Students develop, implement and evaluate a plan for teaching a defined target audience.

NURN 5220 Curriculum Development and Evaluation (3)
Curriculum design, development, and evaluation are explored. Students examine the philosophical and theoretical bases for curriculum. The influence of nursing and health care trends and community/societal needs on curriculum is discussed. Students design a sample curriculum component, program evaluation, and outcome criteria to evaluate student achievement.

NURN 5230 Practicum in the Nurse Educator Role I (3)
This practicum course explores the role of the nurse educator in healthcare and educational settings. Students synthesize knowledge attained in the MSN program courses in collaboration with faculty and preceptors. Prerequisites: NURN 5210 and NURN 5220, or permission of the instructor.

NURN 5240 Practicum in the Nurse Educator Role II (3)
This practicum course builds on practicum I and further explores the multifaceted role of the nurse educator in healthcare and educational settings. Students design, implement and evaluate teaching experiences at a practicum site. Prerequisites: NURN 5210 and NURN 5230.

NURN 5340 Population Health (3)
This course summarizes the theoretical basis of health promotion and disease prevention. Emerging global health issues are explored. Principles of program planning, implementation and evaluation are discussed. Students develop culturally relevant health promotion plan for a selected population, which includes an extensive windshield survey and stakeholder interviews. The role of the MSN nurse in population health is examined.

NURN 5350 Population Health II (3)
This course investigates the factors that contribute to population based health. An evidence-based health promotion project that addresses quality improvement strategies will be implemented and evaluated. Ethical issues related to population health will be discussed. Prerequisite: NURN 5340.

NURN 5360 Organization and Systems Leadership (3)
This course provides the student with a theoretical foundation of organization and systems leadership within complex health care settings. Leadership skills necessary for promoting high quality care, safe patient care, improving outcomes, and leading change are explored. Communication and collaboration and critical decision making will be examined across organizations and systems and as a part of interprofessional teams.

NURN 5370 Quality and Safety in Health Care (3)
This course integrates knowledge of quality care, safety measures and standards to examine processes to minimize risk to patients, employees, organizations and systems. Competencies related to quality and safety are studied. Strategies to build a just culture of safety and quality are explored.

NURN 5380 Pathophysiology and Application 1 (3)
In this course, students explore the assessment, pathophysiology and interventions, including pharmacological, for common disorders of the cardiovascular, respiratory, renal and musculoskeletal systems; as well as genetic diseases and cancer. Variations in disease occurrence, onset, signs/symptoms and interventions due to age, gender, race, genetics and other variables are examined. Application of clinical reasoning skills, current evidence based practice, treatment and prevention is emphasized. Students develop and implement a lesson plan for teaching assessment, pathophysiology and interventions of a specific disease/disorder.

NURN 5390 Pathophysiology and Application 2 (3)
In this course, students explore the assessment, pathophysiology and interventions, including pharmacological, for common disorders of the nervous, immune, endocrine and reproductive systems. Variations in disease occurrence, onset, signs/symptoms and interventions due to age, gender, race, genetics and other variables are examined. Application of clinical reasoning skills, current evidence based practice, treatment and prevention is emphasized. Students develop and implement a lesson plan for teaching assessment, pathophysiology and interventions of a specific disease/disorder.

NURN 5410 Leadership in Nursing (3)
This course builds on the organizational and systems leadership course to provide an advanced knowledge of nursing leadership in complex health care environments. Legal issues, professional practice models, information technologies, and leadership competencies are examined within the context of the nursing leadership role. Prerequisites: NURN 5350, NURN 5360 and NURN 5370, or permission of the MSN coordinator.

NURN 5420 Financial Issues for Nurse Leaders (3)
This course focuses on financial and strategic management important to nurse leaders. Emphasis is on the interpretation and application of financial information from a departmental or organizational strategic plan. Basic financial decision-making principles, the role of money and financial markets in the economy, financial statement analysis, and the budget process are examined. Criteria for allocating resources that maximize quality cost-effective care are explored.

NURN 5440 Practicum in Nurse Leader Role I (3)
This practicum course is designed to explore the role of nurse leader in health care organizations. Students synthesize knowledge attained in the MSN program courses to assess a practice gap and strategically plan a practice improvement project in collaboration with faculty and preceptors. Prerequisites: NURN 5360 and NURN 5420, or permission of the MSN coordinator.

NURN 5450 Practicum in the Nurse Leader Role II (3)
This practicum course builds on practicum I and further explores the role of nurse leader in health care organizations. Students implement and evaluate their practice improvement project in collaboration with faculty, preceptors and key stakeholders in the practicum environment. Students present their project and outcomes in a simulated boardroom in-class presentation. Prerequisite: NURN 5440 or permission of the MSN coordinator.

NURN 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in nursing. The professional seminar supplements the core or focus area courses by focusing on
issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars to meet the credit-hour requirements for graduation.

**NURN 5550 Translating Evidence to Practice (3)**
The over-arching goal of this course is for students to gain core knowledge to apply evidence to practice. Students systematically explore and evaluate current nursing knowledge for scientific and clinical merit. Nursing practice issues are identified. Evidence is evaluated and synthesized. Models and strategies for implementation of evidence based practice are explored.

**NURN 5990 Advanced Studies in Nursing (1-3)**
Students with special interests or needs not met by existing curricula may request that a faculty member supervise a directed study. Content of the study and evaluation criteria are mutually decided upon by the student and faculty. This course may be repeated for credit if content differs. **Prerequisite:** Permission of the department chairperson.

**NURN 6000 Integrated Studies in Nursing (3)**
Students will synthesize knowledge and integrate learning experiences from previous coursework through an in-depth, scholarly paper. The final paper will be suitable for presentation and possible publication. This is a semester-long course. **Prerequisite:** Completion of 33 credits.

### ORDV - Organizational Development

**ORDV 5000 Practicing Organizational Development (3)**
To introduce experienced middle managers and other professionals to the theories, skill-sets, and interventions of change management and organization development (OD). The students will learn about the latest approaches and best practices and begin to experiment with interventions in their own organizations. This course constitutes the first course in a competency-based graduate certificate that will prepare managers to lead, execute, and evaluate change management and related interventions.

**ORDV 5100 Change Leader Self-Mastery (3)**
This course focuses on the student’s self-awareness and self-understanding at the deep level required for change agents to be effective. Managers who facilitate change methods and processes need to be aware of their management styles, personality profiles, and core interpersonal skills in order to learn how to leverage these with different stakeholder groups. This is personal work done by the individual, in a classroom, with the assistance of peers and instructors. The goal is to increase intra-personal insight and integration so that the change manager can face their blind-spots, build on their strengths, and behave with maximum agility in their change-related work roles. **Prerequisite:** ORDV 5000.

**ORDV 5200 Organizational Development Consulting Practices (3)**
This course is concerned with the dilemmas faced by the manager or change leader as they attempt to develop partner relationships with their employees and their stakeholders. Participants go beyond techniques to negotiate expectations, diagnose interpersonal dynamics, and continually deal with normal resistance to change. Participants will learn how to build stakeholder partnerships, create a safe climate for risk-taking, and effectively confront resistance. **Prerequisite:** ORDV 5000.

**ORDV 5300 Data-Driven Approaches to Organizational Development (3)**
This course provides core skills needed in data-driven change management and measurement. Data-driven action research entails systematically gathering either quantitative or qualitative data, or both, analyzing the themes and patterns in that data, feeding back a summary and analysis of that data in some participative form, and then taking action based on the results of that diagnosis and analysis. The purpose of the data-gathering, feedback, and discussion is the understanding of the organizational system and its dynamics so that model-driven, measurable changes can be implemented at the organization system and environmental levels. Organization surveys, multi-source feedback, focus groups and individual interviews, process observation and consultation, action learning, appreciative inquiry, and large scale interventions all fall within this framework. Do so the change management aspects of more traditional work tools such as project management. The students are expected to participate in action learning exercises in the classroom and in change management activities in their own work place. In the process they learn how to think about the types of client data they will need, how they will process that data, and the skills and techniques needed to facilitate engaging dialogue and action planning with individuals, teams, and the members of the larger organizational system. Students learn the importance of measuring against goal performance. **Prerequisite:** ORDV 5000.

**ORDV 5400 Designing, Building, and Leading Effective Teams (3)**
To utilize teams effectively, attention must be paid to how and why teams are assembled, launched, managed and rewarded. This course is designed to immerse the student in these content areas. The course provides fundamental principles and methods required to create high functioning work, project, and problem-solving teams. Topics covered will include: moving from group to team; stages of team development; identifying the key competencies for successful team functioning; critical roles and responsibilities on a team; ensuring team productivity; aligning corporate culture with team culture; techniques for using a systematic problem-solving methodology; and troubleshooting common team problems. **Prerequisite:** ORDV 5000.

**ORDV 5450 Managing Communication During Change (3)**
The purpose of this course is to understand how organizations create, perpetuate, and encourage formal communication during times of change. Standard communication channels don’t always work as intended. This course will cover the topic of communication in organizational change and development and how it is dealt with among business leaders, organizations, OD professionals, and management. **Prerequisite:** ORDV 5000.

**ORDV 5600 Leveraging Diversity and Inclusion (3)**
This course will prepare middle managers and others to influence and position their organizations to maximize employee engagement through diversity and inclusionary practices. To compete in a global environment, organizations must continually innovate and utilize the full potential of their workforce. In addition, given changing demographics, change leaders must be able to help their organization tap into the diversity that already exists. **Prerequisite:** ORDV 5000.

**ORDV 5700 Designing and Facilitating Organizational Development Interventions (3)**
To introduce experienced middle managers and other professionals to the basic facilitation tools required for change
management and organization development practice. To provide significant opportunities to develop and practice process facilitation and workshop design competencies. **Prerequisite:** ORDV 5000.

**ORDV 5800 Achieving Breakthrough Results (3)**
This course provides a conceptual and pragmatic framework for students to understand three different levels of change: (1) developmental; (2) transitional; and (3) transformational change. It helps students to understand which consulting and leadership tools are required to bring about each type of change. The course further clarifies the ways in which transformational change differs significantly from developmental and transitional approaches, achieving breakthrough business results. Personal and leadership transformational practices are demonstrated as essential to the organizational development effort. **Prerequisite:** ORDV 5000.

**ORDV 5900 Organizational Development in Emerging Situations (3)**
This course focuses on the models and behaviors required to work with bottom-up, emergent responses to change in the context of a long-term change project. The organization is metaphorically conceived as a jazz ensemble; disciplined, creative, and improvisational. Students learn to create improvisational leader behaviors, which build on the organization dynamics that emerge. **Prerequisite:** ORDV 5000.

**ORDV 5950 Organizational Development in a Global Context (3)**
This course is designed to facilitate student awareness of the issues confronting the field of Organizational Development around the world. The course will provide an overview of the elements and trends related to all major aspects of global organizational development. Effects of the national culture on approaches to OD is an example. **Prerequisite:** ORDV 5000.

**ORDV 6000 Capstone Project in Organizational Development (3)**
This course is designed to integrate the theories, models, and skill-sets acquired during the course of the MA in organizational development. This is accomplished through an organizational development practicum project or an integrative course study. **Prerequisites:** Completion of all other required courses in the major.

**PADM - Public Administration**

**PADM 5000 Public Administration (3)**
This course is designed to foster in the student an understanding of the background and history of public administration as a discipline; to develop an understanding of organizational theory in both classical and contemporary approaches; and to examine the design of organizations and the environment of the political subsystems in which administrators function. There is an additional course fee of $42.

**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. May be repeated for credit if content differs.

**PADM 6000 Integrated Studies in Public 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.

**PATA - Patent Practice**

**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 compare and contrast the protections afforded by each of these primary areas of intellectual property law, and will clarify the scope and limits of patent protection for new inventions and discoveries.

PBRL - Public Relations

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.

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 Speech Writing (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 5380 Strategic Communication Applications (3)
This course provides students with an understanding of how various traditional and social media communication platforms effectively deliver key messages to different targeted audiences. Tactical communication products such as news releases, social media postings, blogs, e-commerce networks, special events, video and graphic arts techniques are examined as they are applied to meeting organizational mission and strategic goals. Techniques for measuring the effectiveness of tactical applications in meeting strategic goals are examined. Prerequisite: MEDC 5000.

PBRL 5451 Communication Strategies for Investors and Financial Stakeholders (3)
This course addresses the specific communication requirements of the financial stakeholder audience, including discussion of annual reports and meetings, analyst information programs and meetings, shareholder communications and legal communication requirements. Prerequisites: MEDC 5000 and PBRL 5322.

PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3)
This course focuses on managing public relations strategies and tactics used in conducting public affairs, public policy lobbying efforts, political campaigning, and government public information functions. Students examine the role of the public affairs practitioner, the role of the media in public affairs, and military public affairs. Prerequisites: MEDC 5000 and PBRL 5322.

PBRL 5453 Communication Strategies for Nonprofit Organizations (3)
This course addresses the specific public relations strategies needed to effectively manage the communications function within the nonprofit sector of organizations. The challenges of meeting the communication needs of volunteers and donors will be addressed as well as fundraising communication techniques. Prerequisites: MEDC 5000 and PBRL 5322.

PBRL 5465 Crisis Management Communications (3)
A specialized function of the public relations practice is the management of crisis communications. Students in this course study the relationship of the organization and its culture to the external environment in times of crisis. Risk assessment, preparation of a crisis plan and use of appropriate media in addressing crisis communication needs are studied. Prerequisites: MEDC 5000 and PBRL 5322 or PBRL 4800.

PBRL 5550 Topics in Public Relations (3)
This course offers a variety of topics to address emerging theories, practices, and applications in the field of public relations. Topics are timely and of interest to professionals currently working in or pursuing public relations-related careers. May be repeated once for credit if content differs and is appropriate for the student's course of study. Prerequisites: May vary with the topic.

PBRL 5770 Multinational Public Relations (3)
This course focuses on the challenges and opportunities in public relations in a global environment. Students analyze case histories from both U.S.-based multinational companies and non-U.S. multinationals. Study is also directed toward differences in cultures and audiences on each continent. Special attention is given to questions such as: What kind of media works best where? What cultural expectations inform audience decisions and responses? Which techniques are accepted globally? Pitfalls and common errors are examined. Review of major worldwide media is included. Students develop global public relations strategies and communication plans. Prerequisites: MEDC 5000 and PBRL 5322.

PHOT - Photography

PHOT 5060 Digital Images and Storytelling (3)
This course covers the digital workflow involved in shooting still images with a digital camera, from the initial capture through processing to output. Students will work with digital single-lens reflex (DSLR) cameras, learn the basics of camera usage, learn how to use Photoshop to digitally process and adjust an image file and then to prepare it for output both in print and for the web. Students will learn how to make still photographs that communicate clearly and expressively. Prerequisite: NPRO 5000.
PHYS - Physics

PHYS 5500 Physics for Anesthesia (2)
Provides the student an opportunity to correlate physical properties as they apply to the physiology, pathology and pharmacology of anesthesia. Major emphasis is on states of matter, gas laws, thermodynamics, fluids, theories of narcosis, oxygen and ancillary gas delivery devices, heat, humidification, and pressure regulation. The student engages in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to the client’s state of health/wellness as it interacts with culturally diverse populations in the twenty-first century. Prerequisite: Enrollment in the nurse anesthesia program.

PHYS 7500 Physics for Anesthesia (2)
Provides the student an opportunity to correlate physical properties as they apply to the physiology, pathology and pharmacology of anesthesia. Major emphasis is on states of matter, gas laws, thermodynamics, fluids, theories of narcosis, oxygen and ancillary gas delivery devices, heat, humidification and pressure regulation. The student engages in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to the client’s state of health/wellness as it interacts with culturally diverse populations in the twenty-first century.

PROC - Procurement

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

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

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

PROC 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in procurement and acquisitions management. The professional seminar supplements the core and elective courses in the area of procurement and acquisitions management by focusing on issues of current and special interest. This course may not be completed by directed study. 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.

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

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

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

PROC 5840 Negotiations (3)
The course involves scope, strategies, and objectives related to negotiated acquisitions. The preparation, conduct, and documentation of the negotiation process are included.

PROC 5850 Logistics (3)
The student reviews the area of physical distribution management, including warehouse management and layout, transportation, and customer service.

PROC 5860 Government Contracting (3)
Students will examine contracting, focusing on complex, non-commercial acquisitions. Through lecture, case study, exercises, and other action learning 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. Prerequisites: 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. May be repeated for credit if content differs.

PROC 5890 Government Procurement Law (3)
The law and legal processes associated with government procurement are explored. An overview of government procurement and acquisitions management is presented, with particular attention given to the legal framework in which these activities must take place.

PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3)
The student is expected to synthesize and integrate the learning experiences acquired in procurement and acquisitions
management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite:** Completion of all other required courses in this major.

**PROC 9950 Travel Course-Issues in Procurement & Acquisitions Management (3)**

Current and significant issues in procurement and acquisitions management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

### PSYC - Psychology

**PSYC 5000 Bases of Counseling Psychology (3)**

This course provides an introduction to the field of counseling psychology. Topics addressed include the history of the discipline, professions within it, and how counseling psychology relates to other disciplines in psychology and mental health. Participants learn about the development of the profession, examine the counseling process and the importance of the therapeutic relationship, discuss ethical and professional issues, and learn to understand the role of research and science in the field. In addition, students learn basic counseling and communication skills through lectures, small group discussions, role-plays, and helpful interviews conducted with others.

**PSYC 5100 Approaches to Counseling and Therapy (1-3)**

This course will explore underlying theories, principles, techniques, and areas of applications of the main approaches to counseling and psychotherapy. The unity and diversity among counseling and psychotherapeutic orientations will be explored with a focus on their implications for counseling and psychotherapeutic practice. Throughout 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. May be repeated for credit if content differs.

**PSYC 5200 Advanced Developmental Psychology (3)**

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.

**PSYC 5300 Psychopathology (3)**

This course focuses on the understanding and identification of the major psychological disorders as detailed in the current Diagnostic and Statistic Manual of Mental Disorders (APA) and the ICD (WHO). The behavioral manifestations and psychological dynamics of mental disorders will be explored, focusing on therapeutic assessment issues and case conceptualization relevant to counselors and therapists. The course also includes a discussion of practical aspects of dealing with psychopathology in out-patient and in-patient settings.

**PSYC 5400 Research Design (3)**

This course both examines the role of science and research in counseling psychology and psychotherapy on a theoretical and philosophical level and introduces participants to some of the most relevant methodological issues involved in counseling and psychotherapy research. The first part of the course examines theoretical and general aspects of research in counseling psychology. The importance of process research, evaluation, and documentation for research in this field is also explored. The second part of the course is about how quantitative and qualitative methods are used to conduct research.

**PSYC 5500 Assessment (3)**

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.

**PSYC 5600 Group Processes and Group Therapy (3)**

This course introduces participants to the theory behind 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.

**PSYC 5700 Psychopharmacology (1-3)**

This course explores the relationship between counseling psychology, psychopharmacology, psychotherapy, and psychotropic drugs. Brain neuroanatomy, various types of psychopharmacological agents, and their mechanisms are discussed. Students explore when treatment with psychotropic drugs is indicated, and effects and side effects of various types of psychotropic drugs. The class also provides an introductory overview of medical terminology relevant for psychotherapists and counseling psychologists. Students may be introduced to first aid in therapeutic practice and explore how to assess a variety of medical emergencies and how to react appropriately. The course may be presented as a one or two credit hour course focused on a particular aspect of psychopharmacology. May be repeated for credit if content differs.

**PSYC 5800 Ethical and Legal Foundations (1-3)**

This course focuses on identifying and resolving ethical dilemmas, the relationship of personal values with ethical practice, and the philosophical foundations of ethical practice. The course also explores relevant national and international codes and guidelines of ethics in counseling and psychotherapy. In addition to exploring ethical foundations, the course also examines the surrounding conditions and regulatory framework relevant to the practice of counseling psychology and psychotherapy. It explores international and national legal regulations from diverse areas of law. The course may be presented as a one or two credit
hour course focused on a particular aspect of ethical and legal foundations. May be repeated for credit if content differs.

**PSYC 5900 Applied Statistics and Research Methods (3)**

This course builds on undergraduate knowledge of statistics and research methods. It is intended for graduate students who are engaged in or will shortly be engaged in their own empirical statistical research (master’s thesis). The course (1) provides a practice-oriented overview of selected 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.

**PSYC 6000 Special Topics in Counseling Psychology (1-3)**

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. 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, obtain IRB approval, 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. 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. May be repeated for credit.

**PSYC 6300 Internship (3-6)**

The internship is a fieldwork experience that provides a supervised transition from learning in the classroom to the professional field of counseling. The internship provides the student with the practical application of counseling knowledge and skills. It consists of 500 hours of professional experience in a qualified institution in the social or health care system which provides the opportunity to perform a variety of activities related to counseling psychology and therapy. The internship must be completed in an approved setting under the supervision of a qualified supervisor.

Program participants are responsible for applying and being accepted to their internship site. A list of approved internship sites is available at the department; students may also complete their internship at another site (locally or internationally) if these sites are approved by the department. In addition to external sites, participants may also apply for an internship position at the on-campus Psychological Counseling Service to complete their internship, or part of their internship, under the supervision of qualified faculty. The internship is grade on the credit/no credit grading option. Duration: 500 hours. May be repeated for credit. **Prerequisite:** 24 credits must be completed in the program.

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**READ - Reading Education**

**READ 5190 Advanced Studies in Language Development and Acquisition (3)**

This is a core course for the reading program. Focus is on teaching students to recognize both normal and disordered/delayed language development in the areas of pragmatics, phonology, semantics, and syntax, and to understand the relationship of this development to reading and reading disabilities such as dyslexia and comprehension deficits. Students will complete a case study on a school age child, evaluating both oral and written language abilities in order to develop a comprehensive program for remediation. (Required for Special Reading Certification.)

**READ 5235 Understanding Diverse Reading Profiles, Including Dyslexia (3)**

This course explores the literacy needs of students in elementary, middle school and high school classrooms. Students examine and understand the characteristics of a variety of reading profiles and learn about how reading difficulties vary in presentation and degree. Students review federal and state laws pertaining to literacy disabilities, including dyslexia and other reading and language disability subtypes. Cross-listed with SPED 5235.

**READ 5412 Instructional Methods for Diverse Reading Profiles, Including Dyslexia (3)**

This course addresses Structured Literacy teaching, offering detailed guidance with regard to the nature of effective instruction in each major skill domain (phonological sensitivity and phoneme awareness, phonics and word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression). Students focus on educational programming of students with literacy disabilities. instructional techniques, curricular adaptations and modifications, classroom management tactics, and cognitive and metacognitive strategies. Cross-listed with SPED 5412.

**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 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 5940 Literary Strategies K-12 (3)
The emphasis of this course is to expand the students' knowledge of instructional strategies in reading and writing across the curriculum including content areas. Guiding students to use strategies across the curriculum will be a focus along with the use of formative and summative assessments to drive diverse instruction. Students will examine current literary research and trends in K-12 literacy programs.

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 meet all needs. Participants learn to choose and employ materials and methods for differentiatated 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.) Cross-listed with SPED 5040.

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. (Required for Special Reading Certification.) Prerequisites: READ 5950 and 6 credit hours of READ reading methods courses.

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. (Required for Special Reading Certification.) Prerequisites: READ 5950 and 6 credit hours of READ reading methods courses.

SCML - Science Management and Leadership

SCML 5050 Communication for Professional Science Management and Leadership (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. Preparing 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 decision; corporate social responsibility; dilemmas of conscience for science managers; ethical issues in the workplace; morality and leadership; and codes of conduct and professional standards. Analysis and discussion of case studies comprise a significant portion of the class.

SCML 5700 Legal and Ethical Issues in Science Management and Leadership (3)
This course focuses on globalized marketing strategies largely focused on science-based industries, product management (including pricing and inventory control), SWOT analysis, competitive intelligence, branding, and methods of market research, channels of distribution, political risk factors, and export aspects. Students will also learn how to be effective participants of a focus group.

SCML 5800 Project Management (3)
Students will demonstrate the ability to manage science-based projects. They will learn to use current project planning tools to develop project plans that aid in bringing a project to completion on time and within budget. Special attention will be given to the WBS, cost, scope, time, and scheduling.

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 principles of administrative law, intellectual property, 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.

SCML 6000 Practical Application in Science Management and Leadership (3)
This capstone course will have the student carry out a well-defined team-based project including marketing and business plans for a new science-based company or other appropriate project. All aspects of the SCML curriculum will be included in the project. Each student and team will present their final paper to a panel. Prerequisite: Completion of all other courses in the SCML program.

SECR - Security Management

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. 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 designed for managers in any organization who have responsibility for the safety and security of 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 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 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. 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.
SECR 6000 Integrated Studies in Security Management (3)
The student is expected to synthesize and integrate the learning experiences acquired in security management and to evaluate the research and current topics relative to this major. Techniques used to accomplish those goals may vary. Prerequisite: Completion of all other required courses in this major.

SECR 9950 Travel Course-Issues in Security Management (3)
This course provides the opportunity for the student to analyze special problem areas in security management such as security education and training; labor problems; bank security; campus security; hospital security; military security; and other general contemporary issues. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

SOCS - Social Science Education

SOCS 5010 Social Studies for Secondary Schools (2-4)
This course is designed to assist participants in gaining an overview of significant social studies curricula being used at the secondary level. It also introduces students to the area of historiography, which enables them to understand specific ways students can grasp the historical process.

SOCS 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 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. Prerequisite: PSYC 2250 or EPSY 5540.

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. Prerequisite: SOCS 5700.

SPED - Special Education

SPED 5010 Differentiated Mathematics Instruction (3)
This is a special topics course designed to explore the literature and current practices in differentiating math instruction in K-12 classrooms. The primary objective of this class is for students to advance their professional knowledge, skills and practice for effectively teaching mathematics through differentiated instruction. An additional emphasis will be placed on response to intervention and students will learn how to assess mathematics formatively and develop strategies and interventions that target specific math difficulties. Prerequisite: MTHT 4310 or permission of the advisor.

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, intellectual disabilities, emotional and behavioral disorders, physical disorders, and other health impairments. Prerequisite: SPED 5860.

SPED 5040 Assessment of Reading Disabilities, including Dyslexia (3)
This course explores methods to assess and evaluate the academic skills and knowledge of K-12 pupils. Students will examine the practical and theoretical issues related to the development, administration and interpretation of curriculum-based assessments (formal and informal), behavioral assessment methodologies and progress-monitoring strategies. This course examines assessment of students with literacy difficulties, including dyslexia within a response-to-intervention (RTI) framework. Cross-listed with READ 5950. Prerequisite: SPED 5235.

SPED 5050 Language Development (3)
This course examines language development in children and youth with and without disabilities. Evaluation of language delays, differences and disabilities are reviewed. Language intervention activities for English Language Learners and students with disabilities as well as English language arts education instructional strategies are covered. Prerequisite: SPED 5860 or permission of the advisor.

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. May be repeated for credit if content differs. 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.

• Practicum: Dyslexia (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)
• Practicum: Applied Behavior Analysis (1-3 hours)
Course Descriptions

SPED 5200 Independent Study (1-3)
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. May be repeated for credit if content differs. Prerequisite: Permission of the advisor.

SPED 5210 In-Service Education (1-4)
Webster offers various graduate in-service courses that are not part of the existing curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. May be repeated for credit if content differs. Prerequisite: Prior approval of the advisor.

SPED 5220 Topics in Special Education (1-3)
Students in this course explore, in depth, specific topics in the education of children with special needs. Topics are selected that promote the integration of these children into the mainstream of education. Topics vary. May be repeated for credit if content differs.

SPED 5235 Understanding Diverse Reading Profiles, including Dyslexia (3)
This course explores the diverse literacy needs of students in elementary, middle school and high school classrooms. Students understand the characteristics of dyslexia and how reading difficulties vary in presentation and degree. Students review federal and state laws pertaining to literacy disabilities, including dyslexia and other reading and language disability subtypes. Cross-listed with READ 5235. Prerequisite: READ 5190.

SPED 5240 Psychoeducational Assessment (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 5245 Counseling for Life’s Transitions (3)
This course focuses on counseling and communication techniques appropriate to the needs of the exceptional individual and their families. The content and skills needed for special educators to facilitate effective transitions at multiple transition periods from birth through age twenty-one are a major focus of the course. Curriculum and instruction for the transitions period from school to adult life specifically addresses post-secondary education, vocational training, integrated employments (including supported employment), continuing and adult education, adult services, independent living and community participation. Prerequisite: SPED 5860 or permission of the advisor.

SPED 5250 Behavior Management for Children with Special Needs (3)
Students are introduced to the principles and techniques of behavior management appropriate to the needs of individual students with disabilities. Students will utilize the framework of Positive Interventions and Support to support students with challenging behavior at the school, classroom, and individual level. Content includes understanding student behavior, partnering with students and families, identifying problems and families, identifying problem behaviors, functional behavior assessment, direct and indirect observational techniques, preventative and pre-correction techniques, methods to strengthen, replace or weaken behavior, measurement techniques, and program evaluation. Prerequisite: SPED 5860 or permission of the advisor.

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 5275 Reflective Teaching and Mentoring (3)
This course will explore a variety of topics in special education that help build the capacity of special educators to become reflective practitioners, teacher leaders, advocates and mentors in the field of special education. Coaching, mentoring, collaboration, collegial relationship building and teacher leadership will be explored to advance the student's own professional practice and the profession. Research will be presented with ethical dilemmas and other difficult situations surrounding students with disabilities and strategies to prevent or resolve issues will be discussed and explored. Students will learn about the foundations of professional and ethical behavior needed to ensure a high quality of practice in special education. This course uses and is aligned with the Council for Exceptional Children (CEC) Standards and Code of Ethics.

SPED 5285 Understanding and Responding to Trauma in Schools (3)
This course increases student's awareness and understanding of trauma, increasing their knowledge to create a trauma-sensitive environment. This course will introduce students to the impact of trauma or stress on the brain and how it effects a student's ability to function in the school environment. This course will focus on helping professionals understand the impact of trauma and stress on both students and staff. This training is designed to support professionals in becoming more trauma informed, resulting in reduced stress in the classroom; increased student time in class; decreased suspensions and behavioral referrals; and increased empathy for students and families. This seminar is based on the Neurosequential Model of Therapeutics (NMT), developed by Dr. Bruce Perry and the Child Trauma Academy.

SPED 5290 Co-Teaching and Collaborative Practices for the 21st Century Classroom (3)
This course focuses on co-teaching methods, professional collaboration, including teachers working together as well as students working together. Participants will learn to use the six types of co-teaching approaches, a variety of collaborative structures, effective collaboration and cooperative teaching techniques, problem solving methods, effective communication and negotiation techniques and devices for enhancing content and learning. The course is designed for general and special education teachers, reading specialists, ELL teachers, corporate trainers who have to co-teach, as well as other educational professionals, who co-teach, serve on problem-solving teams and consult in schools.

SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities and Autism (3)
This course examines the use of standardized and ecologically based assessments in all areas of skill development. Coursework includes the opportunity to examine and use a number of different assessments designed for students with severe developmental disabilities and autism.
SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3)
This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities or autism in integrated settings. Curriculum and instructional strategies in the areas of domestic skills, vocational skills, leisure skills, and community access skills are covered as well as skills in the embedded areas of communication, social, motor, and functional academics.

SPED 5313 Augmentative and Alternative Communication for Students with SSD and Autism (3)
This course introduces strategies for enhancing the functional communication skills of students with severe developmental disabilities or autism. The use of aided and non-aided augmentative strategies are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach.

SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3)
This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, emotional and behavioral disorders. The course content focuses on current issues and practices regarding characteristics, identification, and assessment procedures specific to this population of students with disabilities.

SPED 5315 Identification and Assessment of Children with Emotional and Behavioral Disorders (3)
This course examines current knowledge and theory of the educational, sociocultural, psychological and biological factors that influence the developmental pathways of children and youth with, or at risk for, emotional and behavioral disorders. Students investigate the identifying characteristics of the spectrum of internalizing and externalizing disorders, and 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.

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 Psychoeducational Interventions, Curriculum, and Strategies for Students with Emotional and Behavioral Disorders (3)
This course focuses on educational programming of students with emotional and behavioral disorders including IEP development, instructional techniques and strategies, curricular modifications, and psychoeducational and cognitive-behavioral interventions applicable to students with emotional and behavioral disorders. Intervention strategies include mindfulness and yoga, life space intervention, group meetings, bibliotherapy and mutual storytelling, self-management, rational emotive therapy and education, stress inoculation, anger control and self-instructional training.

SPED 5318 Global Issues in Special Education (2-3)
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 explores the topic of ethics and professional conduct in situations involving persons with disability. Modern moral philosophical theories will be reviewed and applied to specific cases. Both margin of life issues and quality of life issues are discussed. Codes of ethics promulgated by American Psychological Association, Council for Exceptional Children, and the Behavior Analyst Certification Board are studied, through comparative analysis of case studies.

SPED 5320 Self-Regulated Learning for Students with Exceptionalities (3)
This course focuses on the theoretical interrelationship between metacognition and executive function in the development of self-regulated learning. Assessment tools for identifying student strengths and areas of need related to self-regulated learning as well as strategies for developing students’ skills in goal setting, planning, organizing, problem solving, remembering, self-monitoring and emotional self-regulation will be explored.

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 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 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 5861 Special Education Practices and Policies (3)
This course is designed for students who are interested in understanding the policies, procedures, and laws that impact special education. The course emphasizes the development of critical thinking skills to analyze and evaluate the impact of policies on students with special needs. Focus is placed on legal issues related to special education, including due process, special education services, and the Individuals with Disabilities Education Act (IDEA).

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 5860 to permission of the advisor.

SPED 5410 In-Service Topics (1-3)
In-service courses are designed to provide degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the program with prior approval of the student's advisor. May be repeated for credit if content differs.

SPED 5412 Instructional Methods for Diverse Reading Profiles, including Dyslexia (3)
This course addresses Structured Literacy teaching, offered detailed guidance with regard to the nature and effective instruction in each major skill domain (phonological sensitivity and phoneme awareness, phonic and word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression). Students focus on educational programming of students with literacy disabilities, instructions techniques, curricular adaptations and modifications, classroom management tactics, and cognitive and metacognitive strategies. Cross-listed with READ 5412. Prerequisite: SPED 5040.

SPED 5413 Assessment of Learning and Learning Problems (3)
Students explore methods to assess and evaluate the academic skills and knowledge of K-12 pupils and the impact of instruction on student learning and behavior. Students will examine the practical and theoretical issues relating to assessment within the classroom. The course will prepare teachers in the development and administration of curriculum-based assessment techniques, behavioral assessment methodologies, and progress-monitoring strategies. Focus is placed on assessment strategies that identify struggling students.

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: Children 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: Children 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.

SPED 5700 School-based Prevention/Intervention: RTI/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.

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.

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 Functional Behavior Assessment and Intervention (3)
This course is designed to introduce students the history of challenging behavior, the basis of functional behavior assessment (FBA) and its role in the intervention and prevention of challenging behavior. Further, the course provides a thorough coverage of (1) how to conduct an FBA through various assessment methods, (2) how to identify the function of challenging behaviors, and (3) how to develop behavioral interventions based on the identified behavioral function. Prerequisite: SPED 5700 or SPED 5901.
SPED 5850 Single-Subject Research Design (3)

This is a graduate level course that is designed to provide an in-depth study of single-subject research design. It includes a comprehensive overview of behavioral measurement, different types of single-subject research design and methods of data analysis. It also explains how single-subject research design serves as a framework that enables educators, clinicians and researchers to (1) demonstrate a functional relation between interventions and changes in behaviors, and to (2) evaluate the effectiveness of behavioral interventions. Further, the course provides graduate students with an opportunity to design a hypothetical research project using single-subject research methodology. Prerequisite: SPED 5901 or SPED 5318.

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 5890 Introduction to Applied Behavior Analysis (3)

This is a graduate-level course that provides a thorough introduction of applied behavior analysis (ABA) as (1) a science that has its deep root in the early work of Thorndyke, Hull, Pavlov, Watson and Skinner on respondent and operant conditioning, and as (2) a practice that uses behavioral technology to improve socially significant behaviors for individuals with disabilities as well as to understand any analyze human behaviors in general. This course serves as the first course in a series of seven BACB verified courses for students in the special education (MA) with an emphasis in applied behavior analysis and the applied behavior analysis (advanced graduate certificate).

SPED 5900 Concepts and Principles of Behavior Analysis (3)

This is a graduate level course that is designed to assist students in developing an accurate understanding of the science of Behavior Analysis. Specifically, this course introduces (a) the basic concepts and principles underpinning Applied Behavior Analysis; (b) behavior measurements; (c) reinforcement and punishment; (d) schedules of reinforcement; (e) motivation operation; (f) stimulus control, and (g) functional behavior assessment. Prerequisite: SPED 5890.

SPED 5901 Behavior Change Procedures (3)

This graduate level course expands on the basic concepts and principles of Applied Behavior Analysis and covers the established behavior change procedures that have been used to (1) develop new behavior and (2) decrease behavior with non punishment methods. These procedures include imitation, shaping, chaining, extinction, antecedent-based interventions, differential reinforcement. Further, the course discusses how to use Skinner's analysis to teach verbal behavior, different contingency plans, self-management, and generalization and maintenance of behavior change. Prerequisite: SPED 5900.

SPED 5902 Supervision and Staff Performance (3)

This graduate level course is designed to provide students who are pursuing BCBA certification with the knowledge and skills required for effective supervision. Based on the BACB Supervisor Training task list, the course covers (1) the purpose of supervision; (2) features of supervision; (3) behavior skills training (BST); (4) performance feedback delivery; (5) supervision evaluation. Additionally, the course discusses how effective supervision could be helpful for making data-based decisions about the need for behavior intervention revision, and for providing ongoing services to individuals with disabilities. Prerequisite: SPED 5703.

SPED 5903 Ethics and Professional Issues in Applied Behavior Analysis (3)

This graduate level course covers the origins of ethical codes and specific issues in ethics related to professional conduct in applied behavior analysis. Specifically, the course discusses the responsibility of behavior analysts to clients (e.g., consent, confidentiality, conflict of interest), to behavior assessments and behavior change programs, to supervisees, to the ABA field and to society. The course content is based on the specific code listed in the Professional and Ethical Compliance Code for Behavior Analyst. This course serves as the last course in the series of seven courses for students in the special education (MA) with an emphasis in applied behavior analysis and the applied behavior analysis (advanced graduate certificate). Prerequisite: SPED 5902.
SPSM 5000 Space Environment (3)
This course is designed to provide students an overview of the concepts, terminology and math they will encounter in their Space Systems Operations Degree Emphasis Area. It covers 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. It also includes 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 on the use of 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 may not be used to substitute for SPSM 5800.

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 acquisition and procurement are explored. An overview of government acquisitions and procurement management is presented, with particular attention given to the legal framework in which these activities must take place. The Federal Acquisition Regular (FAR) or the Uniform Commercial Code (UCC) may be specific areas addressed in this course. Students who have completed PROC 5810 or PROC 5890 may not waive 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 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. Prerequisites: Students should have a programming course, minimum BASIC or C++, as well as completion of SPSM 5740, prior to taking this course.

SPSM 5710 Space Communications Systems (3)
This course examines the technical aspects of satellite communication systems, including an extensive evaluation of space, ground and user segments. Topics include space communications design and performance analysis, design trade-offs, antenna design and performance, link equation, focused beam and power management, attenuation, modulation, scintillation, jamming and anti-jamming techniques, encoding and decoding, encryption and decryption, access, error detection and correction, frequency hopping, spread spectrum, CDMA, TDMA, FDMA 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 Laser, Satellite-to-Satellite, Direct Broadcast, Global Cellular and WiFi support.

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.

SPSM 5740 Space Systems 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 environment and debris are explored.

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.

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 extension of space operations and human survivability and considerations that affect spacecraft and spacesuit designs, are studied. Consumables such as food, water, breathable air, and fuel are addressed with respect to manned space travel.

SPSM 5770 Space Operations Management (3)
Students examine various operations issues such as launch facilities, Space Vehicle 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) may be 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 by understanding the GPS satellite navigation signal properties, capabilities and limitations. Differential GPS and Continuous Broadcast Service will be addressed. Additional information on other radio navigation systems may be included. This course may not be used to substitute for SPSM 5340.

SPSM 5900 Space Commercialization (3)
Students examine the early development of space operations from the 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 startups 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 system engineering 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. Aspects of the Program Management Institute (PMI®) Government Extension to the Program Management Book of Knowledge (PMBOK®) may be addressed.

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. Upcoming issues
related to the expansion of mankind’s presence beyond Earth and impacts to existing treaties may be included.

SSSL 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.

SSSL 5950 Space Systems Project Management (3)
Students examine those processes used by space system managers to engage and communicate with stake holders, plan, organize, coordinate, and direct the efforts of functional staff, other technical, and project groups in accomplishing the objectives of space system programs and projects. Project cost and personal work estimating are included. Relevant aspects of the Program Management Institute (PMI®), Program Management Book of Knowledge (PMBoK®) may be addressed.

SSSL 5990 Issues in Space Operations (3)
Current, timely and significant issues in space operations are examined. The course focuses on existing and proposed theories and practices, with emphasis given to new and emerging topics in the field. Significant or advanced topics may be addressed in these issues courses. 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 - School Systems, Superintendency and Leadership

SSSL 6019 School Systems, Superintendency and Leadership: Educational Foundations (2)
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.

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.

SSSL 6021 Research II (1)
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.

SSSL 6022 School Systems, Superintendency and Leadership: Special Education and Law (3)
Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA 1997 Reauthorization, Zero Reject, Testing, Classification, Placement, Appropriate Education, LRE, Due Process, Parent Participation and Shared Decision Making, Compliance through the Courts, and School Reform. Students will increase their knowledge and understanding of the political dynamics of constitutional law, the foundations of special education law, and the process of federal, state, and local education agencies. Special attention will be given to the Safe Schools Act and its specific application to students with disabilities, reauthorization of IDEA (1997), Section 504 of the Rehabilitation Act of 1973, NCLB and the Americans with Disabilities Act. This course examines of the role and responsibilities of the administrator, director, or supervisor of special education at the school district, state, and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of special education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. There will be extensive reading and research required to successfully complete this course.

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:

1. Knowledge of structure/function of the American court system
2. How statutory/case law impact the public school
3. Litigation in regard to FERPA and NCLB
4. Gender based decision making
5. Student rights
6. First and fourth amendments
7. High stakes testing
SSSL 6025 School Systems, Superintendency and Leadership: Administration (2)
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:
1. Strategic plans and system theories.
2. Organizational development and operational procedure as it relates to the district level.
3. Collaborative skills in regard to working with district stakeholders and responding to and mobilizing community resources.
4. Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

SSSL 6026 School Systems, Superintendency and Leadership: Finance and Management (2)
Emphasis will be placed on the role of federal, state, and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:
1. Demonstrate and apply a basic understanding of the principles of sound financial management.
2. Identify the contribution of education to the economy.
3. Identify the major components of developing, implementing, changing, and evaluating a school district budget.
4. Identify and apply the processes of financial accounting, auditing, and reporting.
5. Identify and apply school finance concepts.
6. Evaluate and reallocate financial resources to improve student results.

SSSL 6027 School Systems, Superintendency and Leadership: Personnel Administration (1)
This course focuses on identifying, analyzing, and developing effective methods of systems/district personnel administration and facilitation. Topics include: statutory and procedural issues; human resources planning; recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations.

SSSL 6028 School Systems, Superintendency and Leadership: Facilities (1)
This course presents a practical based view of school facilities with some introduction to the foundations, techniques, and principles related to the planning, maintenance, and remodeling of schools. This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning. If possible, students will visit both a school construction site and an older campus. Students will then compare the campuses and how they both contribute to the educational environment. Methods of forecasting enrollment also will be studied. The student will:
1. Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
2. Learn the role of the school administrator in modernizing, maintaining, and operating an existing facility.
3. Explore the role of the school administrator in building a new facility.
4. Have hands-on opportunities to forecast enrollment.

SSSL 6029 School Systems, Superintendency and Leadership: Curriculum (2)
This course is designed to increase theoretical and practical knowledge about district curriculum assessment, evaluation, and revision cycle across a school system/district, from K-12. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. The culminating project for this course is to create a comprehensive district curriculum plan that includes but is not limited to the following: narrative description of district and curriculum, assessment plan, evaluation cycle, and revision plan. Students will:
1. Understand broad application/impact and results of curriculum across a school district.
2. Assess and analyze core data in relation to schools and district goals, performance, and learner outcomes.
3. Connect learner outcomes to professional development, teacher training, and performance.

SSSL 6030 School Systems, Superintendency and Leadership: Supervision (2)
This course will expand the student’s knowledge and experience beyond school building level administration and leadership to that of a much wider perspective, the school system/district. The student will:
1. Understand the relationship between effective communication and interpersonal relationships.
2. Understand the effects one’s behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
3. Explore professional (staff) development and renewal options.
4. Develop effective mentoring procedures.
5. 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.
6. Connect learner outcomes to professional development, teacher training, and performance.
7. Understand the relationship between effective communication and interpersonal relationships.
8. Develop effective mentoring procedures.
9. 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.
10. Critique evaluation models for non-certificated employees.
11. Understand the relationship between effective communication and interpersonal relationships.
12. Understand the effects one’s behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

SSSL 6031 Seminar in School Systems, Superintendency and Leadership: School and Community Relations (2)
This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external “communities” and the relationships between and among the communities of the school as an organization. The role of communications in school-community relations and consideration
of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

**SSSL 6032: Seminar in School Systems, Superintendency and Leadership: Issues/Politics (2)**
The role of the school district superintendent is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of superintendents in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed, and are transforming how a superintendent provides leadership. This course is designed for aspiring superintendents and focuses on understanding a broad range of issues that are critical to the success of new superintendents. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of superintendents to provide a framework identifying and analyzing problems and discriminating among alternative courses of action.

**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 10 internship credits. 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 Handbook. Two Action Research Internships (16 weeks each) and one Special Education Internship (8 weeks) are required.

**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.

**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.

**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 2 credit hours for 80 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 2 credit hours for 80 contact hours of work.

**SSSL 6136 Special Education Internship (2-3)**
This internship is an eight week field experience offered during the summer term. This course must be approached from the viewpoint of individuals with disabilities and/or their families. This course consists of 2 credits for 80 contact hours or 3 credits for 100 contact hours with an eight week time frame. It must follow guidelines stipulated for all internships delineated in the School of Education Specialist Handbook.

**TELD - Teacher Leadership**

**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 broad 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 reflective 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 relationships 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.

### TESL 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 - Teaching English as a Second Language

#### TESL 5030 Language History, Planning and Policy (3)

This course provides an overview of natural language change and applies general linguistics, sociolinguistics and World Englishes to language diversity in the United States and English around the world. With a focus on language planning and policy, this course helps students explore relevant laws and policies that affect English language instruction and then prepares students to write their own original language planning and policy proposal in order to meet the needs of learners they currently serve or will serve.

#### TESL 5040 Practicum in ESOL (3)

This practicum is a culminating experience that provides students an opportunity to demonstrate proficiency in prior TESL coursework through differentiated curriculum development, demonstrated classroom teaching and collaboration with other teachers and administrators. Students submit a portfolio of unit lesson plans that demonstrate skills in ESOL methods, curriculum design and language assessment practices that can meet the needs of diverse learners in today's classrooms. Students will also be assessed based on their reflection, classroom observations and professionalism. **Prerequisite:** Candidacy.

#### TESL 5139 English to Speakers of Other Languages (ESOL) Methods (3)

This course provides an overview of methods for teaching English to speakers of other languages with a focus on the "four skills" of reading, writing, listening and speaking; the use of authentic materials; and the integration of technology. Students will develop instructional materials to meet the needs of English learners to help them acquire and practice aspects of the English language while differentiating instruction and assessment to meet the needs of diverse learners.

#### TESL 5200 Independent Study (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. May be repeated for credit if content differs. **Prerequisite:** Permission of the program director.

#### TESL 5220 Curriculum Development in Second Language Classrooms (3)

This course applies a curriculum-planning process to the second or foreign language classroom. Students will develop lesson plans and curricula that address both content and language objectives; that differentiate instruction based on learner proficiencies and differences; and that track and assess learners' comprehension, acquisition and performance based on planned instructional activities.

#### TESL 5230 Second Language Acquisition (3)

This course explored theories and perspectives of second language acquisition. Students will analyze and compare first and second language learning with a particular focus on cognitive, emotional and sociocultural perspectives. Students will learn to collect data on language learners in order to make research-based decisions to inform language instruction and assessment.

#### TESL 5311 Principles and Practices of Language Testing (3)

This course introduces and analyzes different formats and types of language assessments as a reflection of various linguistic contexts, language teaching and language acquisition goals. Assessment techniques, practices and procedures are discussed in terms of test validity and reliability, in addition to formative and summative assessment practices. Students will learn to develop, critique and modify testing items, procedures and materials in order to benefit the diverse needs of English language learners.

#### TESL 5350 Language and Culture (3)

Culture greatly affects communication and the kind of language used in various situations. This course focuses on both the different styles of communication found across different cultures and the strategies that speakers use when communicating within their own culture. Special attention is paid to the role of Pragmatics and the use of "speech acts" in communication. Students will develop classroom materials that will help learners acquire the pragmatics skills they need to be successful communicators today.

#### TESL 5710 Grammar for ESL/EFL Teachers (3)

This course introduces modern English grammar, as well as modalities of including it in the day-to-day language instruction. It is designed to provide the adult ESL/EFL teacher with a knowledge base of various English structures, with regard to syntax (i.e., form), semantics (i.e., meaning), and pragmatics (i.e., use). Special emphasis is given to the development of fun, communicative and interactive lesson plans and activities, which target specific grammar points while meeting various test standards (e.g., MOSPE, TESOL and TOEFL). Theory and research is concentrated in the areas of SLA, Methodology, and Assessment. **Prerequisite:** Candidacy or permission.
TESL 5720 Teaching English Pronunciation (3)
Teaching English pronunciation to non-native speakers of English is often one of the most intimidating tasks facing an ESL teacher. This course takes students through the consonant and vowel systems of English, with focus on describing proper articulation and developing pedagogical materials. Special attention is paid to "suprasegmental features" in English, which are the stress, rhythm, and intonation patterns that can more affect intelligibility. Students will design pronunciation materials and conduct a textbook analysis. **Prerequisite:** Candidacy or permission.

TESL 5730 Materials Development for Language Classrooms (3)
This course introduces digital literacy and its application in language teaching. It assists candidates to create hands-on teaching materials for both face-to-face and online courses in language classrooms. The course focuses on creating mini-lessons using handouts, descriptive packets, cartoons, animations, movies, video games, youtube, vimeo, mobile apps, social networking sites, and other web-enhanced materials. The main emphasis is on using new technologies to create engaging teaching and learning activities. Candidates will develop a digital portfolio, which will be useful for their job interviews and conference presentations. The course should benefit all TESL candidates, Communication Arts students, and foreign language education candidates.

TESL 5750 Special Institute in TESL (3)
Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the teaching English as a second language program. Detailed current information appears in the specific semester course offerings. May be repeated for credit if content differs.

TESL 6250 Thesis (3)
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 deposited at the Webster University library. All teaching English as a second language theses must follow both university guidelines and the additional specific guidelines for teaching English as a second language. The student pursuing the thesis option initially registers for a minimum of 3 credit hours, and subsequently maintains a minimum enrollment of 3 hours until the thesis is completed. Most students need more than one semester to finish the thesis. A maximum of 12 credit hours may be applied toward the graduate degree, with appropriate approvals. Credit for the thesis and thesis project is awarded in a non-letter grade format (Credit/No Credit). **Prerequisite:** Permission from the director of the TESL program is required. **Co-requisite:** TESL 6900.

TESL 6900 University Thesis Requirement (0)
Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the Webster University library. Recognizes successful completion of all the thesis requirements. **Prerequisite:** Permission from the director of the TESL program. **Co-requisite:** TESL 6250.

**WSBT - Walker School**

WSBT 5000 Career Success for the 21st Century (1)
This unique course will provide students with a foundation in career management, with a focus on discovery and personal branding, to enable the development of a personalized career action plan. This course is appropriate to students who are starting a new career, changing careers or wishing to advance in their current career field or with their current employer. **Requisites:** The student must have completed 12 graduate credit hours from Webster University, or be a Webster alumnus who enrolls in the course as a non-degree seeking student.