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

Webster University Worldwide

Editor’s note: This current catalog will remain in use during the 2007–2008 and 2008–2009 academic years. Updates to curriculum, admissions requirements, and academic policies and procedures that occur between catalog printings will be made available via the online Graduate Studies Catalog at www.webster.edu/gradcatalog.
Webster University

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

For general information or application materials, please contact:

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

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

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

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

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

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

The policies and courses listed in this catalog represent the curriculum for the following degrees:
• Master of Science
• Master of Science in Nursing
• Educational Specialist
• Combined Bachelor of Science in Nursing/Master of Science in Nursing
• Doctor of Management

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

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

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

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

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

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

Academic Calendar

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

### 2007-2008 Academic Calendar

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

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### 2008-2009 Academic Calendar

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<td>March 16</td>
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<td>May 8</td>
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If you are enrolled in weekend classes or specialized graduate programs (nurse anesthesia), please check with your local campus director on starting dates.

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<td>August 25</td>
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<td>October 17</td>
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<td>October 20-24</td>
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<td>October 27</td>
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<td><strong>Spring 2009</strong></td>
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### Holiday Schedule

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<td>September 1, 2008</td>
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<td>November 11, 2008</td>
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<td>November 27, 2008</td>
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<td>November 28, 2008</td>
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<td>January 19, 2009</td>
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*At U.S. extended campuses only; not in St. Louis area or international campuses.
President’s Message

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

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

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

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

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

We welcome you to the Webster Family.

Richard S. Meyers
President
Webster University

Mission and Scope of Webster University

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

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

Webster University was established in 1915 in Webster Groves, Missouri. The University now serves students at its home campus, at three other locations in metropolitan St. Louis; on military installations across the United States; at campus centers in 21 states and the District of Columbia; and internationally at four European campuses, and six in Asia.

Accreditation and Memberships

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

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

Licensure/Approvals and Specialized Accreditation Licensures

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

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

- California: “Notice of Student Rights” in California—You may cancel your contract for school, without any penalty or obligations, by the fifth business day following your first class as described in the Notice of Cancellation form that will be given to you. Read the Notice of Cancellation form for any explanation of your cancellation rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample copy. After the end of the cancellation period, you also have the right to stop school at any time, and you have the right to receive a refund for the part of the course not taken. Your refund rights are described in the contract. If you have lost your contract, ask the school for a description of the refund policy. If the school closes before you graduate, you may be entitled to a refund.
  If you have any complaints, questions, or problems which you cannot work out with the school, write or call:
  Bureau for Private Postsecondary and Vocational Education
  P.O. Box 980818
  West Sacramento, CA 95798-0818
  Telephone: 916-445-3427

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

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

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

- Florida: Master’s degree programs at the metropolitan campuses in Orlando, Jacksonville, Lakeland & Brandon, Merritt Island, Palm Bay, Sarasota, Tampa Bay, and at NAS Jacksonville and Patrick AFB are licensed by the Florida Commission for Independent Education. Credits and degrees earned from colleges licensed by this board do not automatically qualify the holder to participate in professional licensing examinations in the State of Florida. Any person interested in practicing a regulated profession in Florida should contact the appropriate state regulatory agency.
  For further information about the status of Webster University’s programs in Florida, contact:
  Florida Department of Education
  Commission for Independent Education
  2650 Apalachee Parkway, Suite A
  Tallahassee, FL 32301
  Telephone: 850-488-9504

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

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

- South Carolina: The Metropolitan Campuses in Charleston, Columbia, Greenville, and Myrtle Beach are licensed by the:
  Commission on Higher Education
  1333 Main Street, Suite 200
  Columbia, SC 29201
  Telephone: 803-737-2288

  If students at the Charleston, Columbia, Greenville, and Myrtle Beach Metropolitan Campuses have complaints about a classroom situation, they should first attempt to resolve the situation with the instructor. If resolution cannot be made with the instructor, or if the complaint is about a general school policy over which the instructor has no jurisdiction, then they may contact the school director for mediation. If the complaint cannot be resolved at the school level, students may contact Nonpublic Institution Licensing of the Commission on Higher Education.
Webster University

Graduate Program

Memberships

Webster University holds membership in the following organizations or associations:

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

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

Graduates of Webster University are eligible for membership in the American Association of University Women and the American College of Hospital Administrators.

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

Statement of Ethics

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

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

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

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

Webster University endeavors to fulfill the following expectations:

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

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

Webster University

Emerson Library

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

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

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

The library features twenty group study rooms seating from four to ten people. As education becomes more experiential and collaborative, these spaces provide essential space for group research and projects. Each space is fully wired for electronic as well as traditional research and study. The library also offers a variety of individual study environments, including study carrels with task lighting and network connections. Open reading areas on the upper level of the library include individual and group seating and are fully wired for electronic and traditional research. A large Lecture/Conference Room provides space for both instruction and meetings. Jazzman’s Cybercafé offers café fare and provides an informal and lively meeting place that is accessible 24 hours per day. Over twenty multi-function, networked workstations are available for student use of email and online research resources. On the top floor of the library, a Faculty Development Center includes the latest multi-media equipment and resources for teaching and learning excellence as faculty incorporate technology into the curriculum.
Executive Vice President’s Message

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

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

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

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

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

Graduate Studies Mission Statement

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

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

Graduate studies at Webster University:

- Foster in students a lifelong desire to learn, a commitment to contribute actively to their communities and the world, an appreciation of the cultural legacies of the past, a pragmatic concern for meeting the challenges of the present and the future, a critical perspective, a respect for diversity, and an understanding of their own and others’ values.
- Create a student-centered environment accessible to individuals of diverse ages, cultures, and socioeconomic backgrounds and sustain a personalized approach to education.
- There is a strong commitment to provide graduate programs that allow students to achieve the best education for each individual’s particular talents, interests, and goals in an environment that emphasizes service to students.
- Develop educational programs that join theory and practice and instill in students the spirit of systematic inquiry.
- A curriculum taught by professional practitioners and professional educators ensures that a student’s education is a successful blend of theoretical and practical knowledge.
- Stimulate creativity, scholarship, and individual enterprise in its students and faculty.
- The primary impact of this creativity and scholarship is found in the classroom as faculty and students integrate new ideas and alternative approaches into their teaching and learning activities.
- Embody international experience in curricula.
- The graduate programs include the international dimension most directly in the international business and international relations curricula.
- Educate diverse populations locally, regionally, nationally, and internationally.
- Courses and curricula are designed to meet the educational needs of specific target groups across geographic boundaries.
- Enrich students and their communities through service to social, civic, cultural, corporate, and educational organizations.
- The graduate programs identify and develop opportunities for creating community linkages to enhance education.
Graduate Program

Locations, Degrees, and Majors

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

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

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

WEBSTER UNIVERSITY'S WORLDWIDE CAMPUS NETWORK
Locations, Degrees, and Majors

Continental United States

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

Master of Business Administration
Master of Public Administration

Master of Arts
- business and organizational security management
- human resources management
- management and leadership
- procurement and acquisitions management

Arkansas
Fayetteville Metropolitan Campus*
3448 North College Avenue
Fayetteville, AR 72703
479-571-1511 Fax: 479-571-3511
e-mail: fayetteville@webster.edu

Master of Business Administration

Master of Arts
- human resources development
- human resources management
- information technology management
- management and leadership

Fort Smith Metropolitan Campus
801 Carnall Avenue
Fort Smith, AR 72901
479-484-7747 Fax: 479-484-9330
e-mail: fortsmith@webster.edu

Master of Business Administration

Master of Arts
- human resources management
- information technology management

Little Rock Air Force Base, Jacksonville
840 Leadership Drive
P.O. Box 1280
Jacksonville, AR 72099
501-988-5331 Fax: 501-988-1571
e-mail: littlerockafb@webster.edu

Master of Business Administration
Master of Public Administration

Master of Arts
- human resources management
- information technology management

Little Rock Metropolitan Campus*
200 West Capitol Avenue, Suite 1500
Little Rock, AR 72201
1-800-828-2598 or 501-375-1511
Fax: 501-375-1623
e-mail: littlerock@webster.edu

Master of Business Administration
Master of Health Administration

Master of Arts
- business and organizational security management
- human resources management
- international business

California
Edwards Air Force Base
95 MSS/DPE
140 Merhuda Avenue
Edwards AFB, CA 93524-1400
661-258-8501 Fax: 661-258-8507
e-mail: edwards@webster.edu

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

Fort Irwin
P.O. Box 11100
Ft. Irwin, CA 92310
760-386-7989 Fax: 760-386-4140
e-mail: irwin@webster.edu

Master of Business Administration
Master of Arts
- human resources development
- human resources management
- information technology management
- management and leadership
- procurement and acquisitions management

Irvine Metropolitan Campus
2151 Michelson Drive, Suite 160
Irvine, CA 92612
949-250-7855 Fax: 949-250-7854
e-mail: irvine@webster.edu

Master of Business Administration
Master of Arts
- business and organizational security management
- counseling
- human resources management
- information technology management
- international business
- management and leadership
- procurement and acquisitions management
- psychology

Bachelor of Arts (degree completion only)
- management
- management (without an area of emphasis)
- human resource management emphasis
- marketing emphasis

Los Angeles Air Force Base
61 MSS/DPEE
2420 Vela Way, Suite 1467
El Segundo, CA 90245-4659
310-607-8005 Fax: 310-607-8008
e-mail: losangeles@webster.edu

Master of Business Administration
Master of Arts
- business and organizational security management
- information technology management
- management and leadership
- procurement and acquisitions management
Locations, Degrees, and Majors

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

Master of Business Administration
Master of Arts
  counseling
  international business
Bachelor of Arts (degree completion only)
  management
  management (without an area of emphasis)
  human resource management emphasis
  marketing emphasis
  psychology

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

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

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

Master of Business Administration
Master of Arts
  human resources development
  human resources management
  information technology management
  management and leadership
  procurement and acquisitions management
Master of Science
  space systems operations management

Colorado Air Force Base, Colorado Springs
Education Office
301 West Stewart Avenue, Suite 113E
Peterson AFB, CO 80914-1450
719-574-7562 Fax: 719-574-2333
e-mail: coloradosprings@webster.edu

Master of Arts
  information technology management
  management and leadership
  procurement and acquisitions management

Master of Science
  space systems operations management

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

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

Bureau of Medicine and Surgery
2300 E. Street N.W.
Washington, DC 20372
202-223-9224

Master of Business Administration
Master of Health Administration
Master of Arts
  international relations

Florida
Jacksonville Campus*
10407 Centurion Parkway N., Suite 210
Jacksonville, FL 32256
904-268-3037 Fax: 904-262-1459
e-mail: jacksonville@webster.edu

Master of Business Administration
Master of Health Administration
Master of Arts
  counseling
  human resources development
  human resources management
  information technology management
  management and leadership
  telecommunications management

Master of Science
  finance

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

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

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

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

Master of Science
- computer science/distributed systems

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

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

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

Master of Business Administration
Master of Health Administration
Master of Arts
- counseling
- information technology management
- management and leadership
- procurement and acquisitions management

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

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

Master of Business Administration
Master of Health Administration
Master of Arts
- counseling
- gerontology

human resources development
human resources management
information technology management
international business
management and leadership
marketing

Master of Science
finance

Minors/Certificates
- graduate certificate in gerontology

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

Bachelor of Science (degree completion only)
accounting

business administration

Minors/Certificates
- computer applications minor
- web site development certificate

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

Master of Business Administration
Master of Arts
- counseling
- information technology management
- management and leadership
- procurement and acquisitions management

Master of Science
- computer science/distributed systems

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

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

Sarasota/Manatee Metropolitan Campus
8043 Cooper Creek Blvd., Suite 101
University Park, FL 34201
941-358-3840 or 800-820-8207 Fax: 941-358-3816
e-mail: sarasota@webster.edu

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

**Tampa Bay/St. Petersburg Campus**
11201 Corporate Circle North, Suite 140
St. Petersburg, FL 33716
727-570-9300 or 800-967-0730 Fax: 727-570-9303
e-mail: tampabay@webster.edu

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

**Master of Science**
  - finance

**Georgia**

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

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

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

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

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

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

**Illinois**

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

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

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

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

**Scott Air Force Base**
375 MSS/DPE
404 W. Martin Street, Room 83
Scott AFB, IL 62225-5352
618-746-4747 or 618-256-3124 Fax: 618-746-2315
e-mail: scott@webster.edu

**Master of Arts**
  - human resources development
  - information technology management
  - international relations
  - management and leadership
  - procurement and acquisitions management

**Kansas**

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

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

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

**Master of Business Administration**
**Master of Arts**
  - business and organizational security management
  - human resources development
  - information technology management
  - management and leadership
Locations, Degrees, and Majors

Kentucky
Louisville Metropolitan Campus*
1031 Zorn Avenue, Suite 200
Louisville, KY 40207
502-896-1835 Fax: 502-896-1838
e-mail: louisville@webster.edu
Master of Business Administration
Master of Health Administration
Master of Arts
  human resources development
  human resources management
  information technology management
  management and leadership
  media communications

Maryland
Andrews Air Force Base
316 MSS/DPE
1413 Arkansas Road
Andrews Air Force Base, MD 20762-6405
301-420-2256 Fax: 301-420-2258
e-mail: andrewsafb@webster.edu
Master of Business Administration
Master of Arts
  international relations

Massachusetts
Hanscom Air Force Base
Education Center
Building 1728
29 Chennault Street
Hanscom AFB, MA 01731
781-862-0240 Fax: 781-862-0241
Base phone: 781-377-3406
hanscom@webster.edu or ingles@webster.edu
Master of Arts
  human resource management
  information technology management

Missouri
Fort Leonard Wood
268 Constitution Street, Suite 11
Fort Leonard Wood, MO 65473-8934
573-329-6777 Fax: 573-329-2609
e-mail: leonardwood@webster.edu
Master of Business Administration
Master of Public Administration
Master of Arts
  business and organizational security management
  human resources development
  human resources management
  information technology management
  management and leadership
Master of Science
  environmental management

Kansas City Metropolitan Campus*
1200 East 104th Street, Suite 100
Kansas City, MO 64131
816-444-1000 Fax: 816-444-1740
e-mail: kansascity@webster.edu
Master of Business Administration
Master of Health Administration
Master of Arts
  counseling
  human resources development
  human resources management
  information technology management
  legal analysis
  management and leadership
  marketing
Master of Arts in Teaching
  multidisciplinary studies
Master of Science
  finance
Master of Science in Nursing
Bachelor of Arts (degree completion only)
  management
  management (without an area of emphasis)
  human resource management emphasis
  legal studies
Bachelor of Science (degree completion only)
  business administration
Bachelor of Science in Nursing
Ozarks Metropolitan Campus
321 West Battlefield Road, Suite 200
Springfield, MO 65807
417-883-0200 Fax: 417-883-1510
e-mail: ozark@webster.edu
Master of Business Administration
Master of Health Administration
Master of Arts
  business and organizational security management
  human resources development
  human resources management
  management and leadership
Rolla Metropolitan Campus
1103 Kingshighway
Rolla, MO 65401-2922
573-368-4569 Fax: 573-368-5497
e-mail: rolla@webster.edu
Master of Arts
  counseling
Locations, Degrees, and Majors

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

Doctor of Management
Master of Business Administration
Master of Health Administration

Master of Arts
  advertising and marketing communications
  art communications management
  counseling
  gerontology
  human resources development
  human resources management
  information technology management
  international business
  international relations
  legal analysis
  legal studies
  management and leadership
  marketing
  media communications
  media literacy
  music
  patent agency
  professional science management and leadership
  public relations

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

Education Specialist
  educational leadership
  school systems, superintendency and leadership

Master of Fine Arts
  arts management and leadership

Master of Music

Master of Science
  finance

Master of Science in Nursing
Combined Bachelor of Science in Nursing/Master of Science in Nursing
Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Music Education
Bachelor of Science
Paralegal Certificate Program

Old Post Office Campus*
815 Olive Street, Suite 20
St. Louis, MO 63101
314-968-5966 Fax: 314-621-9232
e-mail: downtown@webster.edu

Master of Business Administration
Master of Arts
  business and organizational security management
  human resources development
  human resources management
  information technology management
  legal analysis
  legal studies
  management and leadership

Master of Science
  computer science/distributed systems

Graduate Certificate in Computer Science/Distributed Systems
Bachelor of Arts
Bachelor of Science

St. Louis Westport Campus*
Centerpoint Office Building
11885 Lackland Road, Suite 600
Maryland Heights, MO 63146
314-968-5955 Fax: 314-291-5099
e-mail: mkunde@webster.edu

Master of Business Administration
Master of Arts
  human resources development
  human resources management
  information technology management
  international business
  management and leadership
  marketing
  procurement and acquisitions management
  professional science management and leadership

Master of Science
  finance

Graduate Certificate in Computer Science/Distributed Systems
Bachelor of Arts
Bachelor of Science
Web Site Development Certificate

WingHaven Campus, St. Charles County
Midwest BankCentre
2299 Technology Drive, Suite 300
O’Fallon, MO 63368-7344
636-561-2400 Fax: 636-625-2522
e-mail: mkunde@webster.edu

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

Master of Science
  finance

Bachelor of Arts
Bachelor of Science
Graduate Program

Locations, Degrees, and Majors

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

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

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

Master of Arts
  business and organizational security management
  counseling
  gerontology

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

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

North Carolina
Camp Lejeune Marine Corps Base
and Marine Corps Air Station, New River†
Life Long Learning Center
Building 825 Stone Street
Mailing Address:
P. O. Box 10026 NH
Camp Lejeune, NC 28547-0026
910-449-6997 Fax: 910-449-6999
e-mail: newriver@webster.edu

Master of Business Administration (online)
Master of Arts
  business and organizational security management
  management and leadership

Fort Bragg†
P.O. Box 71728
Ft. Bragg, NC 28307
910-436-9802 Fax: 910-436-9047
e-mail: fbbragg@webster.edu

Master of Business Administration
Master of Public Administration
Master of Arts
  business and organizational security management
  counseling
  human resources development
  human resources management
  information technology management
  international relations
  management and leadership
  procurement and acquisitions management

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

Master of Business Administration (online)
Master of Arts
  business and organizational security management
  management and leadership

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

Master of Business Administration
Master of Public Administration
Master of Arts
  business and organizational security management
  counseling
  human resources development
  human resources management
  information technology management
  international relations
  management and leadership
  procurement and acquisitions management

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

Oklahoma
Fort Sill, Lawton
Army Education Center
Webster University
6607 NW Fort Sill Blvd., Bldg. 3281 E
Fort Sill, OK 73503-1899
580-353-5766 Fax: 580-353-0280
e-mail: sill@webster.edu

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

Webster University  2007–2009
Locations, Degrees, and Majors

Tinker Air Force Base, Oklahoma City
72 MSS/DPEE
Tinker AFB, OK 73145
405-732-7110 or 405-739-3518 Fax: 405-732-7253
e-mail: tinker@webster.edu

Master of Arts
information technology management
management and leadership

South Carolina
Charleston Air Force Base
101 West Hill Blvd.
Charleston AFB, SC 29404-4703
843-767-2278

Master of Arts
business and organizational security management

Charleston Metropolitan Campus*
5300 International Blvd.
North Charleston, SC 29418
843-760-1324 Fax: 843-760-1153
e-mail: charleston@webster.edu

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

Columbia Metropolitan Campus
8911 Farrow Road
Suite 101
Columbia, SC 29203
803-699-0900 Fax: 803-699-2488
e-mail: columbia@webster.edu

Master of Business Administration
Master of Health Administration
Master of Arts
counseling
human resources development
human resources management
information technology management
management and leadership

Shaw Air Force Base*
Education Center, 20 MSS/DPEE
398 Shaw Drive
Shaw AFB, SC 29152
803-666-2254 Fax: 803-666-2287
e-mail: shaw@webster.edu

Master of Business Administration
Master of Arts
information technology management
procurement and acquisitions management

Greenville Metropolitan Campus*
250 Commonwealth Drive, Suite 109
Greenville, SC 29615
864-676-9002 Fax: 864-676-0601
e-mail: greenville@webster.edu
www.webster.edu/greenville

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

Myrtle Beach Metropolitan Campus*
4589 Oleander Drive
Myrtle Beach, SC 29577
843-497-3677 Fax: 843-497-9268
e-mail: myrtlebeach@webster.edu

Master of Business Administration
Master of Arts
counseling
human resources development
information technology management
management and leadership

U.S. Naval Hospital, Beaufort
P.O. Box 6168-C, Rooms 407-409
Beaufort, SC 29902
843-524-1851 Fax: 843-524-1902
e-mail: beaufort@webster.edu

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

Tennessee
Memphis Naval Support Activity Mid-South
Navy College Office
5722 Integrity Drive
NSA Mid-South Building S-241
Millington, TN 38054-5002
901-873-1531 Fax: 901-873-1534
e-mail: memphis@webster.edu

Master of Business Administration
Master of Arts
human resources management
information technology management
Locations, Degrees, and Majors

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

Master of Business Administration
Master of Health Administration
Master of Arts
  counseling
  human resources development
  information technology management
  management and leadership

Brooks City-Base, San Antonio
311 MSG/DPE
7896 Lindbergh Landing
Brooks City-Base, Texas 78235-5118
210-534-0757 Fax: 210-533-8440

Master of Arts
  counseling
  human resources development
  human resources management
  management and leadership

Fort Sam Houston, San Antonio*
Army Continuing Education System
MCCS-BHR-HE (ACES/BLDG 2248)
2408 N. New Braunfels Avenue, Suite 30
Fr. Sam Houston, TX 78234-5030
210-226-3373 Fax: 210-224-1797
e-mail: samhouston@webster.edu

Master of Business Administration
Master of Health Administration
Master of Arts
  counseling
  human resources development
  information technology management
  management and leadership

Camp Bullis
Master of Business Administration

Lackland Air Force Base, San Antonio
37 MSS/DPE
Bldg. 5725, Room 156
1550 Wurtsmith St.
Lackland AFB, Texas 78236-5251
210-674-0014 Fax: 210-670-9035

Master of Health Administration
Master of Public Administration
Master of Arts
  counseling
  human resources development
  information technology management
  management and leadership
  procurement and acquisitions management

Utah
Hill AFB, Ogden
Education and Military Training
75 MSS/DPE
7290 8th Street, Suite 114
Hill AFB, UT 84056-5003
801-779-2061 Fax: 801-779-2062
e-mail: hill@webster.edu

Master of Arts
  human resources development
  human resources management
  information technology management
  procurement and acquisitions management

Salt Lake City Metropolitan Campus
5251 South Green Street, Suite 300
Murray, UT 84123
801-281-4801 Fax: 801-281-4804
e-mail: saltlake@webster.edu

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

Virginia
Fort Belvoir
Room 143, Barden Education Center
Fort Belvoir, VA 22060
703-781-7942

Master of Arts
  business and organizational security management
  procurement and acquisitions management

Washington
Fairchild Air Force Base, Spokane
92 MSS/DPE
6 West Castle Street
Fairchild AFB, WA 99011-9406
509-244-2079 Fax: 509-244-2085
e-mail: fairchild@webster.edu

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

**International**

**Austria**

**Vienna Campus**

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

**Master of Business Administration**

**Master of Arts**
- human resources management
- international business
- international relations
- marketing

**Master of Science**
- finance

**Bachelor of Arts**

**Bachelor of Science**

**China**

**Shanghai Campus**

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

**The Netherlands**

**Leiden Campus**

Admission Officer
Webster University, Leiden
Boommarkt 1
2311 E A Leiden
The Netherlands
Phone: international access code + 31 71 5168000
Fax: international access code + 31 71 5168001
Internet: www.webster.nl
E-mail: admissions@webster.nl

**Master of Business Administration**

**Master of Arts**
- business and organizational security management
- international business
- international relations
- international non-governmental organizations
- management and leadership
- media communications*
- procurement and acquisitions management*

**Bachelor of Arts**

**Bachelor of Science**
- Some portion of this program requires online courses.

**Switzerland**

**Geneva Campus**

Admission Officer
Webster University, Geneva
15, route de Collex
1293 Bellevue
Geneva
Switzerland
Phone: international access code + 41 22 959 8000
Fax: international access code + 41 22 959 8059
Internet: www.webster.ch
E-mail: admissions@webster.ch

**Master of Business Administration**

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

**Master of Science**
- finance

**Bachelor of Arts**

**Bachelor of Science**
Locations, Degrees, and Majors

Thailand

Hua Hin/Cha-am Campus
143 Moo 5 Tambon Sampraya
Cha-am, Petchburi, Thailand 76120
Tel. (32) 456161
Fax (32) 456169
From outside Thailand (phone): international access code +66 32 456161
From outside Thailand (fax): international access code + 66 32 456169

Admissions
Admissions Office
Webster University, Bangkok Center
Maneeva Center (E-1), 12th Floor
518/5 Ploenchit Road
Bangkok, Thailand 10330
Phone: (02) 652 0705
From outside Thailand: international access code +66 2 652 0705
Fax (02) 652 0708
From outside Thailand: international access code +66 2 652 0708
e-mail: admissions@webster.ac.th
Internet: www.webster.ac.th

Master of Business Administration
Master of Arts
international business
international relations
media communications

Bachelor of Arts
Bachelor of Science

United Kingdom

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

Master of Business Administration
Master of Arts
human resources management
information technology management
international business
international non-governmental organizations
international relations
management and leadership
marketing

Master of Science
finance
Bachelor of Arts

International Campuses

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

Geneva

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

Hua Hin/Cha-am

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

Leiden

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

London

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

Shanghai

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

Vienna

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

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

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

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

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

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

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

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

Admission

Admission Requirements

Applicants considered for admission to graduate studies at Webster University must hold an earned recognized baccalaureate degree from an accredited educational institution recognized by Webster University, and meet all program admission standards. Applicants who have completed a baccalaureate degree from a U.S. accredited institution must also satisfy any program requirements or requisites, including a minimum cumulative Grade Point Average (G.P.A.).

Students who completed their university education outside the U.S. must have earned a comparable recognized baccalaureate degree. Comparability and recognition are determined by Webster University; Webster will consider for graduate admission any student who has completed the necessary academic preparation for admission to accredited/recognized Master’s-level university programs in their native system of education, providing their academic preparation was at least three years in length. Such students will be considered for admission using the normal Webster University admission criteria, including any program requirements or requisites, and a minimum cumulative Grade Point Average (G.P.A.).

Each applicant must submit an official final transcript designating a degree and date of conferral from the degree-granting institution in order to complete the application file. Any transcripts not issued in English will require a certified English translation in addition to the official original language copy. The admission decision will be made only after all required documents are on file with the appropriate office at the University.

Applicants for a sequential master of arts (M.A.) or sequential master of business administration (M.B.A.) must submit both undergraduate and graduate transcripts at the time of application if their degree was issued from an institution other than Webster University. Issued-to-student copies are not acceptable.

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

1. Students should apply online at http://www.webster.edu. Paper applications are available by request, or during the initial advising session with an academic advisor. The advising session serves as both an information opportunity as well as a mandatory admission requirement.

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

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

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

Acceptance


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

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

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


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


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

M.A.T.

A completed admission file includes information on professional experience and the academic transcripts of the applicant’s undergraduate degree work. This material is reviewed by the master of arts in teaching (M.A.T.) admissions committee. The committee evaluates the academic record, essay, and letters of recommendation (if requested), and determines whether the student will be accepted. New applicants have one term (8 weeks) to complete the acceptance process. An overall undergraduate grade point average of 2.5 is required for acceptance into an M.A.T. program.

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

Ed.S.

Application to the educational specialist (Ed.S.) program requires documentation of the following:

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

2. Superior academic ability at the graduate level with at least a 3.0 GPA.

Admissions

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

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

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

3. A current résumé.

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

Academic Policies and Procedures

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

6. An entry interview.

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

** Applicant Selection **

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

** Acceptance **

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

** Non-admission **

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

** Conditional Admission **

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

** Advancement to Candidacy **


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

** M.A.T. **

Students not advanced to candidacy are not eligible to graduate.

After completing 9 credit hours within an M.A.T. major and before 21 credit hours, the student’s performance and program are evaluated to determine whether the student should be advanced to candidacy. (Transfer hours from other colleges and universities do not count in the eligibility for candidacy hours.)

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

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

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

1. The student must have successfully completed 9 credit hours of M.A.T. courses within a major and have received grades for all 9 credit hours. Courses taken before entry to the program and/or in-service courses cannot be counted toward advancement.
2. The student cannot be on probation.
3. The student must have no Incomplete grades.

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

** Ed.S. **

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

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

** Application for International Students and U.S. Citizens Living Abroad **

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

** Application Requirements **

1. An International Application. Students should apply online at http://www.webster.edu, or complete the paper-based International Application. A non-refundable application fee of $50 is required.

2. 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 must show the degree received and the date conferred. Applicants previously enrolled in graduate-level coursework must submit official transcripts of that work.

Graduate applicants who apply and are provisionally accepted before completing their undergraduate degree must submit a final transcript indicating the degree received and the date conferred. This official transcript must be on file for full acceptance to the University. To be considered official, transcripts must be received by Webster University directly from the issuing institution. If the student is to deliver transcripts, they must be in sealed, unopened envelopes and certified with the official seal of the issuing institution. All official transcripts and documents in a language other than English must be accompanied by a literal and certified English translation.

** 3. Documentation of English Language Proficiency **

Applicants whose primary language is not English must document their English language proficiency at the time of application. Applicants normally satisfy this requirement by submitting official Test of English as a Foreign Language (TOEFL) or IELTS scores that meet the requirements below:

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

Equivalent Cambridge, Oxford, NEAB, TEEP, TOEIC, and London Certificate tests results that are current can be considered in lieu of the TOEFL. Such scores must be approved by the ESL Coordinator through the International Recruitment & Services Office. Students who cannot document current evidence of English proficiency should contact the campus they wish to attend for on-campus testing options. Further, Webster reserves the right to administer additional proficiency tests to any applicant, accepted applicant, or enrolled student about whose English language proficiency the University has concerns. All English as a Second Language (ESL)
Academic Policies and Procedures

recommendations and requirements are a condition of the applicant’s admission, enrollment, and/or continued enrollment at the University. **Conditional Admission** — Some students are academically acceptable to the University but have additional English language proficiency needs that the University believes can be met by taking English as a Second Language (ESL) courses through Webster University or another educational institution with whom the University has an articulation agreement. These students will be accepted on a conditional basis that acknowledges their need to document further work in English. Students admitted on a conditional basis must meet the University’s English language proficiency requirements listed above before they can be advanced to candidacy in the graduate program. If academically unsuccessful, conditional admission students may be dismissed, without right to seek reinstatement. Webster University will refer for testing any applicant for admission about whose English language proficiency an admissions officer has concerns. The English as a Second Language (ESL) recommendations will become a condition of the applicant’s admission.

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

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

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

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

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

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

**Application Submission**

Applications should be submitted online at http://www.webster.edu whenever possible. Your application materials should be submitted to the Admissions Office at the campus you wish to attend. Campus addresses, phone, and fax numbers are listed under Locations, Degrees, and Majors. Applications from abroad normally should be complete and on file at the University at least four to six months before the beginning of the initial entry term, as visa processing can delay your entry into the country in which the campus you plan to attend is located.

Completed applications for the St. Louis, Missouri, campus and the international campuses in Vienna, Austria; Leiden, The Netherlands; Geneva, Switzerland; and Thailand. While intermediate and advanced level courses are normally offered, entry in a specific term is determined by available ESL offerings and the applicant’s current level of English language proficiency.

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

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

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

**The Admission Decision**

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

1. Cumulative grade point average of 2.5 or better on a 4.0 scale
2. Grades in the sequence of courses required for the undergraduate major
3. Grades in graduate program prerequisite courses previously completed
4. Achievement on examinations and tests
5. English proficiency scores

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

**Enrollment Registration**


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

2. The student must complete and submit a registration form prior to attending a graduate class.* Students registering for graduate courses may register concurrently for Fall 1 and Fall 2 or Spring 1 and Spring 2. It is important that the student complete only one registration each term. A course may be added by completing a Student Add Slip prior to the conclusion of the drop/add period.**

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

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

5. Registrations will not be accepted in class.

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

*Students may register online in most programs.

**Students may drop or add online.
Academic Policies and Procedures

Course Load Guidelines


The maximum course load in the graduate degree programs is 6 credit hours per term, and the student must receive written authorization to enroll in more than 6 credit hours. Students may request approval by submitting to the local director a Program Option Request form and documentation to justify registration for more than 6 credit hours. Authorization generally will not be granted for more than two terms of a student's graduate program. A student who earns a grade of C or a grade of F in the graduate degree program, or who currently has a grade of I, generally will not be granted permission to enroll in more than 6 credit hours. Students who have received an academic warning or who are on academic probation will generally be limited to 3 credit hours of enrollment per term. Students admitted as "special status" in the School of Business and Technology are restricted to one course per term until they are advanced to candidacy. A graduate student who is enrolled in 6 credit hours in nine-week courses, or at least 9 credit hours in 16-week semester-long courses is considered a full-time student.

M.A.T.

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

M.A.T. Student Load

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

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

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

Graduate/Undergraduate Registration

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

2. Webster University 4000-series courses are undergraduate senior-level courses. With prior approval a graduate student may enroll in a 4000-series course. A maximum of 6 credit hours of 4000-series courses from Webster University can be applied to a graduate degree, except in the M.B.A. Prior approval requires the written permission of the associate vice president for academic affairs or designee. These courses may be applied toward the student's graduate degree. 4000-series courses may only be transferred in with grades of B– or better. Undergraduate reading courses and apprentice teaching courses may not be applied toward the graduate degree.

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

4. The following courses may not be applied toward an M.A.T. degree: EDUC 4510 Practicum: Elementary Education; EDUC 4520 Practicum: Early Childhood Education; EDUC 4530 Practicum: Special Education; EDUC 4570 Practicum: Secondary Education; EDUC 4610 Reading Course; EDUC 4650 Senior Overview; EDUC 4940, EDUC 4950, EDUC 4960, EDUC 4970, and EDUC 4980 Apprentice Teaching.

Add/Drop/Withdraw Procedures


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

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

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

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

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

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

Nondegree Students


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

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

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

Academic Policies

Term and Class Schedule


For most graduate programs, the graduate academic calendar consists of five nine-week terms per year: Summer, Fall 1, Fall 2, Spring 1, and Spring 2. All classes meet for four hours one night a week for nine weeks. There are exceptions to this schedule. Weekend classes are offered at some Webster University locations. Daytime classes are also offered at the London campus and other locations. Course schedules listing the terms and courses offered are available at each location. Students interested in the M.A.T. program should contact the School of Education.
Academic Policies and Procedures

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

Conduct
Students enrolling in a graduate program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an educational institution. Misconduct for which students are subject to discipline may be divided into the following categories:
1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In cases of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g., removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University.

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

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

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

Degree Completion

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

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

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

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

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

Grades

Grades in the program are A, A–, B+, B, B–, C, F, I, ZF, and W. Grades reflect the following standards:
• A/A– Superior graduate work
• B+/B– Satisfactory graduate work
• C Work that is barely adequate as graduate-level performance
• CR Work that is performed as satisfactory graduate work (B– or better). A grade of “CR” is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
• F Work that is unsatisfactory
• I Incomplete work
• ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.
• IP In progress
• NR Not reported
• W Withdrawn from the course

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

A grade of incomplete (I) may be assigned by the instructor in situations where the student has satisfactorily completed major components of the course, and has the ability to finish the remaining work without re-enrolling. The instructor determines the appropriateness of a grade of I, establishes the remaining requirements, and determines a deadline for course completion. These requirements for resolution of the I grade are generally documented with a “course incomplete” form.

A grade of I in a course needed for graduation must be officially changed to an appropriate grade prior to the due date for grades for the term the student has petitioned to graduate. Students are responsible for insuring that all grades of I have been changed prior to graduation. Students with two or more grades of I will generally not be allowed to enroll in additional coursework until the grades of I are resolved. After one calendar year has passed, the grade of I (Incomplete) will become a ZF. Students participating in military education programs, and in some corporate sponsored tuition plans, may have other deadlines or “I” grade stipulations that impact their enrollment and/or tuition reimbursement. These students are responsible for compliance with these third-party requirements.
Academic Policies and Procedures

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

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

Students must repeat a core course in which an F or ZF is earned. The student's enrollment history will document both enrollments and grades, but only the later grade (repeated course) will be used for G.P.A. calculation. Students may repeat an elective course in which an F or ZF is earned. If a grade of B– or better is awarded for the repeated course, probation status may be lifted, and the F or ZF will not be a factor for subsequent probation or dismissal. This option does not apply when the F or ZF combined with other grades qualifies the student for dismissal.

Records of progress are kept by the institution on both veteran and nonveteran students. Grades are available on the Internet to all students at the end of each scheduled term. (A hard copy is available upon request and may be requested online.)

**M.A.T. and Ed.S.**

Grades in the M.A.T. program are either A, A–, B+, B, B–, C, I, ZF, and W; or CR, NC, I, ZF, and W.

Grades reflect the following standards:

- **A/A–** Superior graduate work
- **B+/B/B–** Satisfactory graduate work
- **C** Marginal graduate work
- **CR** Satisfactory graduate work (the equivalent of B– or better)
- **NC** Unsatisfactory graduate work
- **I** Incomplete work
- **IP** Course is in progress
- **NR** No course grade recorded by professor
- **ZF** An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.
- **W** Withdrawn from the course
- **Z** An instructor did not meet the deadline for submitting grades to the Registrar's Office. The earned letter grade will be recorded when the grade is received.

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

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


The student who completes a graduate degree (including all required, elective, prerequisite, and transfer courses) while maintaining a minimum G.P.A. of 3.550 receives Graduate Academic Honors. Accelerated sequential degrees are excluded from this designation.

**M.A.T. Outstanding Achievement Certificate**

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

**Academic Honesty Policy**

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

**Definitions of Academic Dishonesty**

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

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

**Disciplinary Actions**

In most cases, the instructor will address issues of academic dishonesty within the confines of the student's course. The instructor may decide...
Academic Policies and Procedures

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

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

Academic Warning, Probation, and Dismissal


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

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

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

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

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

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

Probation After Advancement—A student who receives one grade of F or ZF or two grades of C is placed on probation. The student is deemed to be on probation as soon as the grade which results in probation is submitted.

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.

Webster University employs academic advisors to assist in dealing with academic problems and student concerns. The student should make every effort to determine the circumstances that have led to inadequate performance. Students on academic probation should normally enroll in only one course per term. The academic advisor should be consulted when the academic performance of the student is inadequate.

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

Students can also be dismissed from the program for violations of United States criminal codes. Any conduct that is detrimental to the school and/or other students will result in the termination of educational benefits from the Veterans Administration.

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

M.A.T. and Ed.S.

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

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

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

1. While a student is on probationary status, the student may appeal for reinstatement in any subsequent class only by submitting the appeal to the Graduate Council. The student must send the appeal no sooner than one year and no longer than two years following the issuance of the last grade that resulted in the dismissal. The student is responsible for providing a complete and accurate statement describing the circumstances that contributed to his or her poor academic performance. The student can be dismissed from the program for violation of United States criminal codes or Webster University policy.

Reinstatement

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

Readmission

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

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

In the case of a past work or personal problem, the student should submit information or documentation that indicates the nature of the original problem and how it has been resolved. In the case of a weak background in a specific area, the student should demonstrate the attainment of the necessary knowledge and/or skills to do graduate work at Webster University.
Graduate Program

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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.

**Directed Studies**

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

1. A basis for the directed study must be documented. The documentation should demonstrate a clear academic rationale for a directed study. Requests for directed studies are to be written and submitted to the local director on extended campuses and in St. Louis to the appropriate dean or designee by the student on a Program Option Request form along with the supporting documentation.

2. Initial approval must be given by the local director. Final approval must be granted on extended sites by the associate vice president for academic affairs and on the St. Louis campus by the appropriate dean.

3. The course must be in the curriculum at the campus where the student is enrolled and be a core requirement in the student’s program (directed studies are not approved for electives).

4. Students pursuing the M.A., M.A.T., M.B.A., M.H.A., or M.S. are permitted a maximum of two directed studies unless further restricted by that program. Students are encouraged to utilize a directed study only as a last resort. Elective courses are excluded from this option.

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

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

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

**Independent Study (M.A.T. only)**

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

**M.A.T. Alumni**

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

M.A.T. graduates registering under this classification may enroll at the M.A.T. alumni tuition rate. This tuition reduction is not applicable to Online, InService and off-campus courses. A maximum of 6 credit hours taken at the M.A.T. alumni tuition rate may be counted toward a second M.A.T. or an Advanced Graduate Certificate.

**Internship**

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

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

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

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

**Thesis or Project**

Completing a thesis or project (the 6250 course number) is a major undertaking for students and instructors alike. Graduate students electing this option will invest significant time and energy in preparing primary and secondary research that will add to the body of knowledge of their field of study, or they will produce a project of significant original material.

Several levels of instructor and administrator approvals are necessary before a candidate can proceed with the 6250 option. Students should see their campus director or department chair (if studying at the St. Louis campus) for the copies of the thesis guidelines and the necessary forms for pursuing this course. Students are advised to apply for this option before completing 21 credit hours in order to complete the authorization process in a timely manner.

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

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

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

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

**Transfer of Credit**


Webster University allows limited transfer credit to apply towards graduate programs, when the transfer course is directly applicable (relevant) to the specific master’s degree and the following factors are satisfied. The University’s transfer policies are based, in part, on the Council for Higher Education Accreditation (CHEA) recommended guidelines and framework. While transfer decisions are not made solely on the source of the accreditation of the sending program or institution, Webster University generally expects transfer coursework to originate from a regionally accredited institution. Other essential academic factors involved in the transfer decision include: existing articulation agreements, comparability, course level, content, grades, course equivalency, course or program prerequisites, and applicability of the transfer request towards the specific degree and major (relevancy to the program). A maximum of 12 credit hours of relevant graduate credit from other regionally accredited graduate institutions or professional military education depending on the requirements of the specific degree program may be transferred into a student’s graduate degree program, subject to evaluation and approval. Only 9 credit hours of transfer credit are allowed for students in the M.B.A. program. Transfer credit in which the student has earned a grade of B– or above, which is relevant to the student’s degree program and which has not been applied toward the completion of a degree, will be considered for review.
Several defined government and/or military cooperative degree programs (e.g., Captains’ Career Courses) provide transfer credit. Formal articulation agreements define transfer credit for these limited programs. Requests for transfer of credit must be submitted in writing by the student on the Request for Transfer of Credit form. Transfer of credit should be arranged at the time the student matriculates.

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

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

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

**M.A.T.**
- M.A.T. students may transfer, with approval, either:
  - 6 credit hours from another graduate institution and
  - 3 credit hours of approved M.A.T. In-Service credit or
  - 3 credit hours from another graduate institution and
  - 6 credit hours of approved M.A.T. In-Service credit
- A maximum of 6 credit hours from other colleges or universities may be transferred into the degree program. The course(s) being transferred must meet the following criteria:
  1. The course is required to achieve the program goals and is relevant to the student’s major.
  2. The course carries graduate credit toward an accredited master’s degree program at the sponsoring institution.
  3. The course was not used to fulfill requirements for another degree.
  4. The course must carry a grade of A, B, or Credit.
  5. The course must have been completed within five years before admission into the program.

Courses taken at other colleges or universities after admission to the program and M.A.T. In-Service courses ordinarily may not be transferred for credit. Waivers would require the following:
- Prior approval by an advisor and relevant area coordinator must be granted on “prior permission form” before the course is taken.
- The course does not duplicate one offered at Webster University. (Note: This does not refer only to courses offered in the current semester, but to any similar course Webster University offers.)

The student fills out a Request for Transfer of Credit form (available in the School of Education Office) and submits it, along with an official transcript of the course(s) being requested, to the School of Education Office. When the transfer hours have been approved and processed, the student will be notified.

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

### Ed.S. Transfer of Credit

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

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

### Core Course Substitution

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

### Petition/Graduation Requirements

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

Prior to their degree completion, students are assigned a nonrefundable graduation candidacy fee, which covers degree audit functions, diploma production, and future transcript requests.

### Transcripts

1. A student request for an official transcript must be in writing and directed to the Office of the Registrar. The University will issue the official transcript only if the student’s account is paid in full.
2. An unofficial copy of the transcript is sent to the student after completion of degree requirements. The University issues the unofficial transcript only if the student’s account is paid in full.

### Diploma

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

### Connections/Email Accounts

Webster University provides all students, faculty, and staff with a University email account (CONNECTIONS). Employees and students are expected to:
- Activate their Connections account after receiving their Registration and Services Online username and password from the Registrar (students) or upon receipt of a Connections username (employees);
- Maintain their University email account in working order (including Connections Personal and Campus Announcements; and Connections/Email Accounts
- Regularly check their incoming University email, as well as their Connections Personal and Campus Announcements; and
- 3. Maintain their University email account in working order (including compliance with the University’s Acceptable Use Policy, and appropriately managing disk space usage).

It is not possible at this time to have email from one’s University email account forwarded to another email address. However, the Connections email client can be configured to retrieve multiple (IMAP or POP compliant) email accounts. Email account holders can call the Help Desk (X5995 or toll free at 1-866-435-7270) for assistance with this setup. Individual account holders are solely responsible for ensuring that all University correspondence continues to be received and read.
Graduate Degree Options
Graduate Program

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

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

General Requirements
The M.A./M.S./M.H.A./M.P.A. degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections under Academic Policies and Procedures for policies regarding application, admission, registration, and the academic policies of Webster University. Each major has a requisite course that is mandatory if the student has not had academic experience in the area. The requisite course must be completed prior to registration for a core course in the declared major. The student who selects an elective course in another major should enroll in the requisite course if he or she does not have an academic background in that area.

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

In addition to the required core courses and the elective courses, the following options may be components of the student's degree program: M.A. professional seminars, internship, thesis or project, and credit transferred into the degree program. The student selects a major and completes the required courses as outlined in this catalog. The requisite course may be waived if the student can document academic proficiency in the subject area. All required courses must be completed before the student enrolls in the integrated studies course. Exceptions to this sequence of enrollment may be requested on the Program Option Request form.

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

Students should enroll in the 5000 course if they select an elective course from a major in which they have had no prior academic experience. A maximum of three 5000 courses outside the student's declared major(s) may be applied as elective credit in the student's graduate degree program.

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

The student should consult the Locations, Degrees, and Majors section of this catalog.

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

Integrated Studies Course
Each major has a culminating 6000 integrated studies course or 6200 capstone course. A thesis or project may meet requirements for the 6000 integrated studies course. This substitution is requested on the Program Option Request form. Core courses in the declared major must be completed prior to the student's enrollment in one of these program options. Under the thesis or project option, 3 credit hours will meet requirements for the integrated studies course and 3 credit hours will be considered elective credit. Integrated studies courses (capstone courses) may not be taken as electives. A student may not count more than one integrated studies course toward a single graduate degree.

Degree Completion
The M.A./M.S./M.H.A./M.P.A. degrees require advancement to candidacy and satisfactory completion of 36 credit hours of graduate degree curriculum, with the exception of legal studies and space systems operations management, which require 39 credit hours each; and counseling, which requires 48 or 60 credit hours.
Dual Majors
A student may select dual majors from related majors. Dual majors require completion of the requirements in both majors. If the requisite course is waived in either or both majors, a course substitution for the requisite course is not required. The student may receive the degree in the dual majors on completion of the course requirements for the remaining courses. International Relations is excluded as a dual major except in Geneva in combination with the human resources development degree. The Counseling M.A. degree, the M.S. degree areas, the M.H.A. and M.P.A. degree areas are not eligible for the dual major option.

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

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

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

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

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

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

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

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

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

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

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

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

Probation/Dismissal for Sequential Master's Degree
1. A student who receives one grade of C is placed on probation.
2. A student who receives one grade of F or two grades of C is dismissed from the degree program.
Master of Arts in Teaching

Mission Statement

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

Program Description

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

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

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

General Requirements

An M.A.T degree requires the satisfactory completion of 33 credit hours of appropriate graduate-level courses with a B average or the equivalent and completion of requirements for a major. Credits may also be gained through credit by examination, directed study, independent study, transfer of credit, and as an independent scholar.

Majors

Students must select a major from one of the following:

- Communication Arts
- Early Childhood Education
- Educational Technology
- Mathematics
- Multidisciplinary Studies
- Reading
- Social Science
- Special Education
- Individualized Major

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

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

Certification Programs

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

1. Contact the Office of Teacher Certification as soon as possible to apply for admission and to receive information regarding the State Department requirements for various types of certification. If the student is applying for initial certification, it may be necessary to take some courses on the undergraduate level. Apprentice teaching and some methods courses are in that category.

2. Counsel with the M.A.T. advisor regarding the necessary program requirements for the M.A.T. All students interested in pursuing the M.A.T. degree concurrent with initial or add-on certification must be admitted separately to the M.A.T. program and to the Teacher Certification Program.

Teacher Education Portfolio

All students seeking initial certification are required to present a portfolio demonstrating competency in teaching as identified by the Missouri Dept. of Elementary and Secondary Education.

Praxis II

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

Postbaccalaureate Nondegree Certification

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

Apprentice Teaching

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

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

Sequential M.A.T. Degree

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

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

2. A graduate from Webster University with an M.A.T. in the 30-credit-hour format must take the 18 credit hours of required coursework outlined in the M.A.T. catalog under the specific major, plus 3 additional credit hours of M.A.T. coursework. If any of the required
Master of Arts in Teaching

courses have been taken previously, prior approval for substitute courses must be given by the dean, area coordinator, or designee. Please note that this policy applies only to students who have earned an M.A.T. from Webster (not other institutions). The 3 additional credit hours mentioned in item 2 above may be transfer credits if students have not transferred more than 6 credit hours toward their first Webster M.A.T. No more than 9 credit hours total may be transferred toward the first and sequential M.A.T. degrees.

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

Individualized Program

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

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

Philosophy

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

General Information

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

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

Advising

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

Advanced Graduate Certificate Project

The A.G.C. project (3 credit hours) is the culminating experience in the program. The faculty member chosen by the student and the A.G.C. coordinator at the time of the program planning conference works closely with the student during this final experience. There are individual possibilities for this culminating experience: a professional conference or in-service presentation; a scholarly paper or research project that might be published or distributed within an appropriate school or community group or for a large audience; or an action project designed and implemented within the student's place of employment.

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

Award of Advanced Graduate Certificate

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

In-Service Education

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

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

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

The Beatrice and David Kornblum Institute for Teaching Excellence

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

Phi Delta Kappa

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

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

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

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

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

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

The M.A. in counseling is designed to prepare individuals for a career in professional mental health counseling, marriage and family counseling, school guidance and counseling, and community counseling, depending on the specific Webster University campus. The curriculum is designed to provide students with the necessary theory and skills for working with individuals, couples, and families in a variety of mental health settings.

Learning Goals

The student learning outcomes for counseling majors are those established by the American Counseling Association and CACREP for graduate education in counseling. The learning outcomes are broadly divided into eight main categories, which are as follows:

Upon completion of the program, students should:

- Understand the goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, role identity of counselors and other personnel services specialists, and fee structure and the impact of fees on the counseling relationship. (Professional Identity)
- Understand the impact on counseling of social change, ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. (Social and Cultural Diversity)
- Understand the nature and needs of individuals at all developmental levels, including human behavior (normal and abnormal), personality development and learning processes. (Human Growth and Development)
- Understand vocational choice theory, the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to decision-making processes, and career development exploration techniques. (Career Development)
- Understand the philosophic basis of counseling and the helping relationship and consultation theory, practice and application; including development of counselor/client self-awareness. (Helping Relationships)
- Understand group counseling theory and the types of group therapy techniques. (Group Work)
- Understand the various frameworks for appraisal of the individual including methods of data gathering and interpretation, individual and group testing, case study approaches, and individual differences (ethnic, cultural, gender, and age factors). (Assessment)
- Understand the development of research/demonstration proposals, evaluation of research and the research information. (Research and Program Evaluation)
- Be able to apply the above criteria professionally. (Clinical Instruction)

Program Curriculum

Emphasis in Professional Mental Health Counseling

The degree emphasis requires satisfactory completion of 60 credit hours of coursework.

Required Core Subject Area Courses:

COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course)
COUN 5050 Human Growth and Development
COUN 5100 Social and Cultural Foundations of Counseling
COUN 5140 Psychopharmacology
COUN 5150 Psychopathology
COUN 5200 Theories of Counseling
COUN 5220 Assessment
COUN 5230 Psychodiagnosis (3)
COUN 5600 Techniques of Group Counseling
COUN 5630 Substance Abuse Counseling
COUN 5700 Lifestyle and Career Development
COUN 5800 Professional Orientation and Ethics
COUN 5850 Research and Evaluation
COUN 6000 Counseling Learning Practicum (a minimum of 3 credit hours)
COUN 6500 Internship (minimum of 9 credit hours)

In addition to the required 17 core subject area courses listed above, students select at least three electives from the counseling program curriculum to support the specific area of emphasis and fulfill the 20 courses needed for the degree.

Emphasis in Marriage and Family Counseling

The degree emphasis requires satisfactory completion of 60 credit hours of coursework.

Required Core Subject Area Courses:

COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course)
COUN 5050 Human Growth and Development
COUN 5100 Social and Cultural Foundations of Counseling
COUN 5140 Psychopharmacology
COUN 5150 Psychopathology
COUN 5220 Assessment
COUN 5230 Psychodiagnosis (3)
COUN 5540 Family Systems Theory
COUN 5545 Blended Family Therapy
COUN 5640 Marriage and Family Counseling
COUN 5645 Brief Strategic Family Therapy
COUN 5650 Conjoint Counseling
COUN 5660 Sexual Counseling (or COUN 5560 Human Sexuality)
COUN 5800 Professional Orientation and Ethics
COUN 5850 Research and Evaluation
COUN 6000 Counseling Learning Practicum (a minimum of 3 credit hours)
COUN 6500 Internship (minimum of 6 credit hours)

In addition to the required 18 core subject area courses listed above, students select electives from the counseling program curriculum to support the specific area of emphasis and fulfill the 20 courses needed for the degree.

Locations

Counseling courses are offered at the following locations:

Continental United States
- Albuquerque Metropolitan Campus, NM
- Brooks City-Base, TX
- Charleston Metropolitan Campus, SC
- Columbia Metropolitan Campus, SC
- Crystal Lake Metropolitan Campus, McHenry County, IL
- Fairchild AFB, WA
- Fort Bliss, TX
- Fort Bragg, NC
- Fort Sam Houston, TX
- Great Lakes Naval Base, IL
- Greenville Metropolitan Campus, SC
- Irvine Metropolitan Campus, CA
- Jacksonville Metropolitan Campus, FL
- Kansas City Metropolitan Campus, MO
- Lackland AFB, TX
- Lakeland & Brandon Metropolitan Campus, FL
- Marymount/Webster Program, CA
- Merritt Island Metropolitan Campus, FL
- Myrtle Beach Metropolitan Campus, SC
- North Orlando Metropolitan Campus, FL
- Ocala Metropolitan Campus, FL
- Palm Bay Campus, FL
- Pope AFB, NC
- Rolla Metropolitan Campus, MO
- Sarasota/Manatee Metropolitan Campus, FL
- South Orlando Metropolitan Campus, FL
- St. Louis, MO
- Home Campus
- Tampa Bay/St. Petersburg Metropolitan Campus, FL

International
- Geneva, Switzerland
Counseling

Emphasis in School Guidance and Counseling

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

Required Core Subject Area Courses:

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

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

Emphasis in Community Counseling

Program Description

This curriculum is designed to provide students with the necessary theory and skills for working in a variety of agency and/or community counseling settings. This degree emphasis requires satisfactory completion of 48 credit hours of coursework.

Required Core Subject Area Courses:

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

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

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

General Requirements

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

Admissions

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

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

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

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

Course Descriptions

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

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

COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course) (3)
This course examines the philosophic bases of counseling and the helping relationship focusing on the foundational concepts necessary for working with individuals, groups, and families. Attention is given to the development of professional identity and client relationships.

COUN 5050 Human Growth and Development (3)
The student examines the nature and needs of individuals at all developmental levels. Emphasis is placed on psychological, sociological, and physiological approaches. Included are such areas as human behavior (normal and abnormal), personality development, family relations/development, and life cycle issues.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>COUN 5100</td>
<td>Social and Cultural Foundations of Counseling</td>
<td>3</td>
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<tr>
<td>COUN 5140</td>
<td>Psychopharmacology</td>
<td>3</td>
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<tr>
<td>COUN 5150</td>
<td>Psychopathology</td>
<td>3</td>
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<tr>
<td>COUN 5160</td>
<td>Issues in Counseling</td>
<td>1-3</td>
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<tr>
<td>COUN 5200</td>
<td>Theories of Counseling</td>
<td>3</td>
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<tr>
<td>COUN 5220</td>
<td>Assessment</td>
<td>3</td>
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<td>COUN 5230</td>
<td>Psychodiagnosics</td>
<td>3</td>
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<tr>
<td>COUN 5500</td>
<td>Professional Seminars</td>
<td>1-3</td>
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<tr>
<td>COUN 5540</td>
<td>Family Systems Theory</td>
<td>3</td>
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<td>COUN 5545</td>
<td>Blended Family Therapy</td>
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<td>COUN 5560</td>
<td>Human Sexuality</td>
<td>3</td>
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<tr>
<td>COUN 5600</td>
<td>Techniques of Group Counseling</td>
<td>3</td>
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<tr>
<td>COUN 5610</td>
<td>Techniques of Counseling</td>
<td>3</td>
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<tr>
<td>COUN 5620</td>
<td>Techniques of Crisis Intervention</td>
<td>3</td>
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<tr>
<td>COUN 5630</td>
<td>Techniques of Substance Abuse Counseling</td>
<td>3</td>
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<tr>
<td>COUN 5635</td>
<td>Techniques of Counseling Special Populations</td>
<td>3</td>
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<tr>
<td>COUN 5640</td>
<td>Marriage and Family Counseling</td>
<td>3</td>
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<tr>
<td>COUN 5645</td>
<td>Brief Strategic Family Therapy</td>
<td>3</td>
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<tr>
<td>COUN 5650</td>
<td>Conjoint Counseling</td>
<td>3</td>
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<tr>
<td>COUN 5660</td>
<td>Sexual Counseling</td>
<td>3</td>
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This course focuses on the application of Family Systems Theory to the development of family therapy. The focus is on examining different theoretical perspectives. Students will expand their acquired theoretical foundation by exploring the influence of their family of origin and current family life.

This course examines the theories of human sexuality including the physiological, psychological, and sociocultural variables associated with sexual identity, behavior, and disorders.

This course examines group theory and types of groups, as well as descriptions of group practices, methods, dynamics, and facilitative skills.

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

This course examines the motivations and behavior patterns of the drug/alcohol user. This examination takes place in the wider context of deviance. A portion of the course is devoted to a survey and evaluation of the services and programs available to the drug/alcohol user from the point of view of the user, the user's family, and society.

This course focuses on the application of counseling theory to working with clients from special population groups, e.g., exceptional students, dropouts, minorities, women re-entering the labor force, and older persons.

This course examines the issues of family therapy, stressing the application of general systems theory. The focus is on the major constructs in family therapy, identification of family structures and communication patterns, and the formulation of treatment goals.

This course examines the application of brief strategic family therapy to current issues in the development and maintenance of successfully functioning families.

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

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

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

COUN 5680 Counseling in the School Setting (3)
This course examines counseling practices in relation to children and adolescents in the school setting and the role and function of the counselor as a partner in the learning process. Focus is on developmental needs and age-related issues. Special problems of physical and sexual abuse, substance abuse, suicide, and grief are examined.

COUN 5685 Program Development for School Counselors (3)
This course focuses on the design, implementation, and evaluation of comprehensive developmental school programs to include technological interventions and identifications and identification of student academic, career, and personal/social competencies.

COUN 5700 Lifestyle and Career Development (3)
This course examines such areas as vocational choice theory, the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

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

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

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

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

COUN 5925 Foundations of Psychotraumatology (3)
Foundations of Psychotraumatology introduces students to the basic concepts of traumatology and some of the key therapeutic interventions used in dealing with clients suffering from critical incidents, stress and/or posttraumatic stress following accident, assault, disaster, or acts of terrorism. The course provides an overview of the historical development of the field of psychotraumatology from early scientific focus at the beginning of the 20th century and leading to the present day clinical focus on critical incident stress management and post-traumatic stress. Students will further explore currently accepted approaches directed at the treatment of post-traumatic stress.

COUN 5950 Clinical Psychotraumatology (3)
Clinical Psychotraumatology focuses on equipping students with a full range of current psychotherapeutic interventions with which to deal with clients suffering from critical incidents stress and/or post-traumatic stress following accident, assault, disaster, or acts of terrorism. The course provides a thorough analysis of the leading clinical perspectives of the present day with opportunity to develop a personal therapeutic intervention model.

COUN 6000 Counseling Learning Practicum (3)
Students are required to complete a practicum in conjunction with their counseling curriculum. Each student plans his or her practicum with an academic advisor before completion of 15 credit hours in the program. A formal practicum proposal must be submitted to the counseling advisor before a student can register for the practicum. This is a nonpaid practicum. Prerequisite: completion of seven core courses in this major. Course may be repeated for credit. The practicum is graded on the CR (credit) Option. Requires permission of instructor/academic advisor.

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

Program Description
The prerequisite for this program is work experience in the field of environmental management/environmental science. A person with two to five years work experience should have some knowledge of environmental issues which can include a science/technology background and/or business/management background. The courses that are most beneficial in a person's academic background are biology, chemistry, geology, environmental biology, accounting, finance, microeconomics, and business management. If any of these prerequisite knowledge recommendations are missing from the previous academic work, appropriate courses may be taken before entry into the master of science (M.S.) in environmental management program.

The M.S. in environmental management program is designed to provide the tools and techniques necessary to understand the business aspects of environmental management. It is anticipated that most students entering this program will already have the scientific and technological knowledge but not the business administrative knowledge necessary for interpreting the rules and regulations required at all agency levels. Through this program, students will acquire the ability to convey this information to the individuals responsible for making the appropriate business, ethical, and legal decisions.

Since this is a relatively small program, individual advising must be completed at the entry level to ensure that the individual entering the program has an adequate background to participate as a student in the program. If weaknesses are discovered, prerequisite courses may be recommended before the student enters the program courses. For example, the student should have 6 credit hours of undergraduate statistics, or equivalent, or 3 credit hours of graduate statistics before taking BUSN 6110.

Learning Outcomes
Upon completion of the program, students should:

- Understand the important terminology, facts, concepts, principles and theories used in the environmental management field.
- Be able to manage environmental related risk.
- Be able to conduct an environmental audit.
- Be able to hire technically skilled employees and consultants.
- Be able to research environmental regulations.
- Be able to make sound management decisions based on environmental and scientific data.
- Be able to conduct environmental research.

Program Curriculum
The 36 credit hours required for the M.S. degree must include the following courses for a degree in environmental management:

- ENMG 5000 Environmental Science
- BUSN 6110 Operations and Project Management
- ENMG 5100 Environmental Law I
- ENMG 5200 Environmental Law and Compliance Auditing
- ENMG 5300 Environmental Accounting
- ENMG 6100 Management of Land and Water Resources
- ENMG 6110 Management of Air Quality
- ENMG 6120 Waste Management and Pollution Control
- ENMG 6200 Environmental Risk Management and Strategies

In addition, the student chooses graduate elective courses offered from other programs.

Course Descriptions

ENMG 5000 Environmental Science (3)
This is a course that provides a broad overview of the environmental fields. The student will obtain the base knowledge necessary for the additional environmental management courses. The topics of law, compliance audits, accounting, land and water resources, air quality, waste management, and pollution control are included in this course.

BUSN 6110 Operations and Project Management (3)
This is a course that focuses on the major managerial issues in manufacturing management and the tools that can be used to manage them. Special attention will be given to project management, including PERT, critical path scheduling, and time-cost models, in operations management and other business settings. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. The analytical tools covered include 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.

ENMG 5100 Environmental Law I (3)
This course reviews the substantive law concerning the enforcement of federal and state environmental laws as well as process for imposing or avoiding liability. Topics to be covered include hazardous waste, toxic torts, environmental cleanup programs, and federal regulations. Prerequisite: ENMG 5000.

Locations
Environmental management courses are offered at the following location:
Continental United States
Fort Leonard Wood, MO
Little Rock Metropolitan Campus, AR
ENMG 5200 Environmental Law and Compliance Auditing (3)
This course continues Environmental Law I and also studies the compliance auditing issues that management of environment must encompass to meet the various regulations. Cases are also used for the research of the topics in compliance auditing. Prerequisite: ENMG 5100.

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

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

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

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

Capstone Course
ENMG 6200 Environmental Risk Management and Strategies (3)
This course integrates the types of information used for environmental management, including scientific, engineering, economic, and congressional information, into a final project. Methods used for retrieval of information will include computer searches via the Internet, use of CD-ROMs, and bibliographical indexes to obtain the most current information for their final project. Prerequisite: completion of all required courses for the M.S. in environmental management.
Program Description
The curriculum is designed to provide students with the skills and knowledge necessary for careers related to gerontology. Within this framework, students are provided with a broad educational base concerning the impact of aging on individuals and cultures. The courses in the program draw upon a variety of disciplines such as management, the behavioral and social sciences, economics, political science, and the natural sciences. The gerontology core courses as well as the program electives are concerned with maximizing the application of gerontological knowledge particularly in areas of direct service, consulting, program development, management, and administration.

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

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

Learning Goals for the Gerontology Program.
Upon completion of the program, students should:
• Be able to demonstrate their knowledge of concepts related to healthy aging in terms of physical, psychological, economic and social science domains.
• Be able to demonstrate their understanding of theoretical approaches to healthy aging in the physical, psychological, economic and social science domains.
• Be able to apply scientific research to real world issues including program development.

Program Curriculum
The 36 credit hours required for the master of arts (M.A.) or the 51 credit hours required for the master of business administration (M.B.A.) with an emphasis in gerontology must include the following courses:
GERN 5000 Gerontology (Requisite Course)
GERN 5600 Economic Issues for Older Adults
GERN 5620 Physiology of Aging
GERN 5630 Psychology of Aging
GERN 5640 Management of Programs for Older Adults
GERN 5660 Research and Assessment in Gerontology
GERN 5670 Social Science Perspectives in Gerontology
GERN 6000 Integrated Studies in Gerontology

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

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

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

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

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

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

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

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

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

GERN 6000 Integrated Studies in Gerontology (3)
The student is expected to synthesize and integrate the learning experiences acquired in gerontology and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.
Program Description
The master of arts (M.A.) in international nongovernmental organizations (INGO) program educates students interested in understanding the nature of world affairs through the activities of NGOs. Courses in this program integrate information and theories from the international relations discipline and skill-based education from the disciplines of management, business, human resources, and marketing. The objective of this program is to develop students into broadly educated INGO and international relations specialists.

The degree requires satisfactory completion of 36 credit hours of the INGO curriculum.

Program Outcomes
Upon completion of the program, students should:
- Demonstrate written and oral communication skills;
- Be able to critically analyze and evaluate the role of INGOs in international relations;
- Be able to apply the theories of international relations to the activities of INGOs;
- Demonstrate managerial, fundraising, and human resources skills relevant to the operations of INGOs;
- Understand the consequences of the political and moral choices of INGOs.

Program Curriculum
The required courses in the M.A. in International Nongovernmental Organizations are:
INTL 5000 Introduction to International Relations
INTL 5400 International Political Economy
INTL 5540 International Organizations
INTL 5530 International Law
INTL 5580 Politics of Development or INTL 5050 Introduction to Comparative Politics
INGO 5000 Nongovernmental Organizations (NGOs)

Five courses (15 credit hours) from the INGO Cluster
INTL 6000 International Relations: Theory and Practice

INGO Cluster (5 courses): [At least two of these Courses must have the INGO prefix]
MRKT 5000 Marketing or MRKT 5010 Marketing for Nonprofits
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers or BUSN 5210 Financial Management for Nonprofits
MNGT 5210 Nonprofit Revenue Development
INGO 5100 Finance, Budgeting and Accounting for International Nongovernmental Organizations
INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations

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

HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits (3)
This course is about managing and developing the varied human resources internal to nonprofit organizations. These resources include staff, volunteers, board members, and trustees. The course will focus on the selection, development, management, and relationships of these vital human resources in nonprofit organizations.

INGO 5000 International Nongovernmental Organization (3)
This course will explore the world of International Nongovernmental Organizations (INGOs) by reviewing the types of, and institutional issues related to, INGOs. Specifically, the course will review the activities and roles of INGOs as subcontractors, educators, technical assistance providers, humanitarian aid providers, and policy advocates. It will also examine the role of INGOs in civil society and how INGOs are shaped by world politics, states, and economic forces.
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International Nongovernmental Organizations (INGO)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MNGT 5210 Nonprofit Revenue Development (3)
The primary focus of this course is to learn how to identify and implement related business opportunities to generate revenue streams to supplement or replace the traditional nonprofit fundraising and development activities. The course will provide an understanding of the specific skills, and knowledge required to lead and manage the revenue development process in today's nonprofit organizations. Through readings, discussion, and best-practices, students will identify and examine related business revenue development and fundraising issues and methods with a goal of becoming a self-sustaining nonprofit organization.
MNGT 5590 Organizational Behavior (3)
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

MRKT 5000 Marketing (Requisite Course) (3)
Students examine the character and importance of the marketing process, its essential functions, and the institutions exercising these functions. Course content focuses on the major policies that underlie the activities of marketing institutions and the social, economic, and political implications of such policies.

MRKT 5010 Marketing for Nonprofits (3)
This course will provide a comprehensive survey of the fundamentals and issues of marketing in the nonprofit sector. Topics will range from public relations practices, branding of products and services, marketing to potential funders, and other marketing issues relating to nonprofit organizations. The focus of the course is on the managerial process necessary to enhance the visibility of the nonprofit organization.
International Relations

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

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

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

- INTL 5000 Introduction to International Relations
- INTL 5100 Research Methods and Perspectives
- Three courses (9 credit hours) from Interstate Relations/Comparative Politics Cluster
- Three courses (9 credit hours) from Transnational Issues Cluster
- Three International Relations Elective Courses (9 credit hours)
- INTL 6000 International Relations: Theory and Practice or INTL 6250 Thesis

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

- INTL 5000 Introduction to International Relations
- INTL 5100 Research Methods and Perspectives
- Three courses (9 credit hours) from Interstate Relations/Comparative Politics Cluster
- Three courses (9 credit hours) from Transnational Issues Cluster
- INTL 6000 International Relations: Theory and Practice or INTL 6250 Thesis

Any additional courses from the two clusters above, or any of the following:
- INTL 5300 Field Work
- INTL 5500 Professional Seminars
- INTL 5610 Non-Thesis Readings/Research
- INTL 5900 Advanced Research Methods*
- INTL 6500 Internship

Pre-approved courses (non-INTL) related to International Relations. All non-INTL courses listed in the Master of Arts International Nongovernmental Organizations curriculum are pre-approved electives for the Master of Arts in International Relations. These courses are:

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

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

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

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

### Course Descriptions

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

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

**INTL 5100 Research Methods and Perspectives (3)**
Students are introduced to skills, methodological issues, and bibliographic resources, which enhance their ability to evaluate critically and to conduct research in the field of international relations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**INTL 6250 Thesis (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.
Legal Analysis

Program Description

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

The coursework in legal analysis is designed to provide students with a broad understanding of the legal environment in which individuals, businesses, and the judiciary operate. Because most of the professors are practicing attorneys, prosecutors, public defenders, and paralegals, this gives the student the distinct advantage of the latest legal theory and real world practice.

Learning Goals for the Legal Analysis Program

Upon completion of the program, students should:

• Understand the fundamentals of legal reasoning and analysis.
• Gain insight into some of the ethical dilemmas faced by lawyers and legal assistants.
• Master the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
• Learn the essential goals of legal researching, legal and logical reasoning and begin to develop legal writing skills.
• Be able to apply the theory of legal research and writing to practical problems encountered in a legal environment.
• Gain insight into the significant role that legal assistants have in the legal world and the practical skills necessary to function in it.

Program Curriculum

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

Leon 5010 Introduction to the American Legal System or Legal 5000 Introduction to Legal Studies (Requisite Course)

Legal 5260 Methods of Legal Research and Writing I

Legal 5450 American Constitutional Law or Legal 5100 Jurisprudence

Legal 5470 Civil Actions

Legal 5620 Applied Legal Decision Making

Legal 5640 Legal Aspects of Managing Technology or Legal 5510 Computers in the Law or Legal 5520 Law on the Net

Legal 5800 Computerized Legal Research

Legal 6000 Integrated Law Project

One course from the Legal Ethics Cluster

Two courses from the Legal Topics Cluster

One course from the Employment Law Cluster

Legal Ethics Cluster

Legal 5300 Ethics for the Legal Professional

HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development

MNGT 5910 Ethical and Legal Issues in Management

SECR 5010 Legal and Ethical Issues in Security Management

Legal Topics Cluster

BUSN 5630 Business Law

HLTH 5140 The Law and Health Services

INTB 5630 International Law and Business

INTL 5530 International Law

INTL 5860 Issues in International Politics (with law-related subtitle)

Legal 5270 Methods of Legal Research and Writing II

Legal 5490 Advance Topics in Law (excludes Computers and Law and Law on the Net)

PADM 5830 Administrative Law and Processes

PROC 5810 Acquisitions Law

PROC 5890 Government Procurement Law

Employment Law Cluster

HRDV 5710 Diversity in the Workplace

HRMG 5700 Employment Law

Legal 5610 Legal Aspects of Human Resources Management

Legal 5630 Legal Aspects of Intercultural Management

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

If the requisite course is waived, the student must choose an elective course from this major. Required courses with the prefix LEAN or LegL may be taken as directed studies, subject to the conditions stated in the Directed Studies section under Academic Policies and Procedures. Courses with all other prefixes are subject to the terms and conditions listed in this catalog by their respective programs.

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

Note: A 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. For the purposes of the guidelines, the terms “legal assistant” and “paralegal” are used interchangeably. Therefore, paralegals are prohibited from practicing law. Webster University’s St. Louis area paralegal programs have been approved by the American Bar Association. The Kansas City program has not applied for and, therefore, is not currently approved by the American Bar Association.

Graduate Certificate in Paralegal Studies

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 para-
legal analysis through the incorporation of the results of legal research into legal argument and legal memoranda. Prerequisite: LEAN 5010 or LEAN 5000.

LEAN 5270 Methods of Legal Research and Writing II (3)
This course is a continuation of LEAN 5260. Methods of Legal Research and Writing II is designed to build upon the research skills learned in Methods of Legal Research and Writing I and to enhance the student’s legal analytical and writing skills. The course includes several legal issue writing projects, at least two of which will combine both research and writing skills. Prerequisite: LEAN 5260.

LEAN 5510 Computers in the Law (3)
This course provides direct exposure to the principal law-related computer applications including: litigation support (full text and content-coded), word processing, time and billing, docket control, and conflict of interest. Prerequisites: LEAN 5010 and LEAN 5260.

LEAN 5520 Law on the Net (3)
Students will be introduced to the information highway through the use of emerging technology. Particular emphasis will be placed on accessing resources of interest to legal researchers through the Internet. Prerequisites: LEAN 5010 and LEAN 5260.

LEAN 5610 Legal Aspects of Human Resources Management (3)
This course provides an overview of legal issues affecting human resources management. It focuses on the dynamic impact federal and state law exert on organizations with regard to employment issues, including labor relations, employment discrimination, wages and hours, and workers’ compensation. The course emphasizes some of the legal problems associated with the management of human resources and the legal impact of human resources decisions.

LEAN 5620 Applied Legal Decision Making (3)
This course is designed to help the student understand the decision-making process as it relates to legal issues. Students will focus on identifying legal issues, discerning the applicable law, applying the pertinent facts, and engaging in escalating degrees of legal analysis. Students will apply these skills to a variety of topics, including the formation, continuation, and termination of business entities, potential personnel problems, contractual relationships, and the fiduciary duties inherent to professional positions.

LEAN 5630 Legal Aspects of Intercultural Management (3)
Students examine the cultural aspects of managing businesses and other entities within the United States and in other countries. Among the topics students will examine is the impact of culture, ethnicity, gender, and other factors on the legal management of a U.S. entity, the conflict of laws in international management, and trends affecting national and international law pertaining to management.

LEAN 5640 Legal Aspects of Managing Technology (3)
Students examine the implications of managing technology and the products of technology, including e-mail, wireless telephones, surveillance, employee records, and employee tracking devices. Civil law, criminal law, regulations, and ethical rules will be studied.

LEAN 6000 Integrated Law Project (3)
The student is expected to apply the legal principles learned in this program, along with current research to produce a project with theoretical and/or practical application to typical legal issues relative to the legal environment in which the student functions or plans to function. Prerequisite: completion of all other required courses in this major.
Legal Studies

Program Description

The coursework in legal studies is designed to provide students with a broad understanding of the legal environment in which individuals, businesses, and the judiciary operate. This major should be attractive to those individuals (for example, managers, teachers, government employees, and legal assistants) who need additional legal knowledge to function more effectively. The program in legal studies does not prepare students for the practice of law, and its graduates are not eligible for admission to the bar.

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

Learning Goals for the Legal Studies Program

Upon completion of the program, students should:

- Understand the fundamentals of legal reasoning and analysis.
- Gain insight into some of the ethical dilemmas faced by lawyers and legal assistants.
- Master the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
- Learn the essential goals of legal researching, legal and logical reasoning and begin to develop legal writing skills.
- Be able to apply the theory of legal research and writing to practical problems encountered in a legal environment.
- Gain insight into the significant role that legal assistants have in the legal world and the practical skills necessary to function in it.

Program Curriculum

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

- LEGL 5000 Introduction to Legal Studies (Requisite Course)
- LEGL 5100 Jurisprudence
- LEGL 5300 Ethics for the Legal Professional
- LEGL 5400 Anglo-American Legal History
- LEGL 5450 American Constitutional Law
- LEGL 5260 Methods of Legal Research and Writing I
- LEGL 5270 Methods of Legal Research and Writing II
- LEGL 5470 Civil Actions
- LEGL 5480 Criminal Actions
- LEGL 5490 Advanced Topics in Law
- LEGL 5800 Computerized Legal Research
- Elective
- LEGL 6000 Research and Writing Project

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

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

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

Note: A legal assistant or paralegal is a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. For the purposes of the guidelines, the terms “legal assistant” and “paralegal” are used interchangeably. Therefore, paralegals are prohibited from practicing law. Webster University’s legal studies M.A. and certificate programs at the Webster Groves and downtown St. Louis campuses have been approved by the American Bar Association (ABA). The Kansas City program has not applied for and, therefore, is not currently approved by the American Bar Association.

Graduate Certificate in Paralegal Studies

The certificate program in paralegal studies is designed to provide the theoretical and practical education needed by those who work or desire to work as paralegals (legal assistants). It is important to note that, at present, there is no state or federal licensure of paralegals, and that successful completion of Webster’s certificate program should not be construed to imply state, federal, or board certification.

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

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

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

Areas of law offered in Topics courses include:

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

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

Note: A 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. For the purposes of the guidelines, the terms “legal assistant” and “paralegal” are used interchangeably. Therefore, paralegals are prohibited from practicing law.

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

Students who wish to pursue both an M.A. in Legal Studies and a graduate certificate in intellectual property paralegal studies within 42 credit hours must substitute the certificate elective course for LEGL 5490.

Course Descriptions for Legal Studies

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

LEGL 5100 Jurisprudence (3)
Students analyze major philosophies of law, including methods of justifying legal systems through natural law, legal positivism, and sociological jurisprudence. Contemporary writings on modern philosophies of law are also examined. Prerequisite: LEGL 5000.

LEGL 5260 Methods of Legal Research and Writing I (3)
This course is the first in a two-part writing program which is designed to develop the legal assistant’s research and writing skills, including legal citations. Methods of Legal Research and Writing I introduces the student to the skills necessary for identifying, locating, and using legal resources, including: primary sources of statutory and case law; secondary authority; and research reference tools commonly located in a law library which are used to navigate the primary and secondary sources. In addition, the students will be introduced to the process of computer-aided legal research. This class also explores the process of legal analysis through the incorporation of the results of legal research into legal argument and legal memoranda. Prerequisite: LEGL 5000.

LEGL 5270 Methods of Legal Research and Writing II (3)
This course is a continuation of LEGL 5260. Methods of Legal Research and Writing II is designed to build upon the research skills learned in Methods of Legal Research and Writing I and to enhance the paralegal student’s legal analytical and writing skills. The course includes several legal issue writing projects, at least two of which will combine both research and writing skills. Prerequisite: LEGL 5260.

LEGL 5300 Ethics for the Legal Professional (3)
This course will focus on the ethical and professional responsibilities facing legal professionals. We will examine ethical considerations such as confidentiality, unauthorized practice of law, and conflict of interest, as well as the consequences of unethical behavior. In addition, students will be provided with frameworks for dealing with the moral dilemmas that legal professionals face. Prerequisite: LEGL 5000.

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

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

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. For the purposes of the guidelines, the terms “legal assistant” and “paralegal” are used interchangeably. Therefore, paralegals are prohibited from practicing law. Webster University’s legal studies
Legal Studies

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

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

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

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

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

LEGL 5580 Computerized Legal Research (3)
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 5585 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 5600 Research and Writing Project (3)
The student is expected to synthesize and integrate the learning experiences acquired in legal studies and to evaluate the research and current topics relative to this area of concentration. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.

Course Descriptions for the Certificate in Intellectual Property Paralegal Studies
(These courses do not apply toward the M.A. in Legal Studies)

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

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

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

LEGL 5945 Copyright and Trade Secret Law for Paralegals (3)
This is a substantive law course covering the federal copyright statute (17 U.S.C. 101 et seq.) and the federal and state statutes governing trade secrets and confidential information. This course will cover copyrightable subject matter, the exclusive rights afforded by copyright, ownership of copyright, and fair use. This course will cover the preparation and prosecution of applications for copyright registration and federal and state schemes for protecting and enforcing rights in trade secrets and other confidential information. Additionally, this course will examine the role of the paralegal in securing and enforcing copyright rights in works of authorship in the U.S. and abroad, and the paralegal’s role in securing 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.
Program Description
The master of science degree in nurse anesthesia program prepares students for expertise in the art and science of anesthesia. Nurse anesthesia is an evolving profession, sensitive to the needs of society and the profession. Individuals develop this expertise through a holistic and complex integration of affective, cognitive, and psychomotor skills. The philosophy of Webster University's nurse anesthesia program is that graduate education is fundamental to preparation for practicing as a certified registered nurse anesthetist.

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

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

Learning Outcomes
Upon completion of the program, students should:
• Demonstrate critical thinking and good decision-making in the classroom, during anesthesia discussions, and in the practice of anesthesia.
• Pursue creative and innovative learning activities that demonstrate a commitment to continuing education and research.
• Be guided by strong ethics and personal integrity in all academic pursuits.
• Be able to discuss and integrate scientific theories into the practice of anesthesia.
• Function as leaders and scientific researchers in anesthesia, pain management, and related fields.
• Have proposed, developed, completed, and defended a thesis that incorporates a comprehensive understanding of research methods and scientific practice.
• Be able to document current, accurate, and comprehensive data, observations, and findings in the clinic.
• Serve as an advocate for patient safety at all times.
• Be able to select the appropriate equipment, pharmaceuticals, and tests for the administration of anesthesia.
• Be able to perform a preanesthetic evaluation and physical examination of the patient.
• Be able to establish a rapport with the patient, family, and/or significant others for preanesthetic teaching, psychological support, and discussion of the course of anesthesia.
• Be able to prepare the patient physically, psychologically, and physiologically for the administration of anesthesia.
• Be able to administer and manage a wide variety of regional, general, and MAC anesthetics.
• Be able to develop an anesthetic plan that reflects the needs of the patient and within the standards of anesthetic practice.
• Be able to demonstrate the skills required for airway management and circulatory support.
• Be able to identify clinical problems or complications that may complicate anesthesia care, at any point during the administration, management, and emergence from anesthesia.
• Be able to evaluate and manage post anesthetic conditions related to anesthesia.
• Be able to maintain accurate records as related to anesthesia and the administration of treatments and pharmacological agents.
• Be able to complete verbal and written care plans, write case studies, obtain daily evaluations, and participate in clinical conferences on campus and at clinical facilities.
• Practice nurse anesthesia that is at all times guided by strong ethics and personal integrity.

Clinical Education Partners
Sites for beginning level (first year) clinical experiences may include DePaul Health Center, Des Peres Hospital, St. Joseph's Hospital of Kirkwood and the Veteran's Affairs Medical Center.

Nurse anesthesia residents may obtain clinical experiences at the intermediate (second year) and advanced (third year) levels at any of our affiliated institutions. They include St. Cardinal Glennon Children's Hospital, DePaul Health Center, Des Peres Hospital, Forest...
Nurse Anesthesia (M.S.)

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

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

Required Nurse Anesthesia Courses
BIOL 5400 Introduction to Anesthesia
BIOL 5450 Basics of Anesthesia
BIOL 5500 Principles of Anesthesia I
BIOL 5670 Principles of Anesthesia II
BIOL 5510 Anesthesia Concepts I
BIOL 5550 Anesthesia Concepts II
BIOL 5570 Anesthesia Concepts III
BIOL 5960 Seminars in Anesthesia I
BIOL 6100 Pathophysiology II
BIOL 6160 Seminars in Anesthesia I
BIOL 6140 Pathophysiology II
BIOL 6200 Pharmacology III
BIOL 6260 Seminars in Anesthesia IV

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

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

Admission
Requirements for admission to the nurse anesthesia program include:
A. Baccalaureate degree in nursing or equivalent (related basic science degree) from a fully accredited college with submission of application and a graduate of an approved school of nursing. Coursework in chemistry and physics is strongly recommended.

B. A cumulative G.P.A. of 3.0 on a 4.0 scale for undergraduate studies or evidence of outstanding post-graduation academic achievement.
C. A minimum of one year of experience in an acute care setting as a professional registered nurse.
D. Current licensure as a registered professional nurse, Missouri license required for once admitted.
E. A copy of your current nursing license. Reciprocity inquiries should be directed to: Missouri State Board of Nursing, P.O. Box 656, Jefferson City, MO 65102 (573) 751-2334
F. A current résumé describing professional education, experience, and any other supporting activities.
G. Three evaluations providing assessment of professional performance, including education, and character traits. Include at least one assessment for a CRNA and one from an immediate supervisor.
H. Official transcripts from all universities, colleges, and professional schools sent to Webster University Office of Graduate and Evening Student Admissions.
1. A personal interview.

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

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

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

Course Descriptions
CHEM 5500 Biochemistry (3)
Investigates fundamental metabolic pathways, the biochemistry of acid-base metabolism, and the principles of ligand to protein interactions that may be applicable to anesthesia.

PHYS 5500 Physics for Anesthesia (2)
Provides the student an opportunity to correlate physical properties as they apply to the physiology, pathology, and pharmacology of anesthesia. Major emphasis is on states of matter, gas laws, thermodynamics, fluids, theories of narcosis, oxygen and ancillary gas delivery devices, heat, humidification, and pressure regulation. The student engages in critical thinking regarding the effects of these various principles on homeostatic functions and its relation to the client's state of health/wellness as it interacts with culturally diverse populations in the twenty-first century.

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

BIOL 5200 Advanced Anatomy and Physiology I, includes lab experience (3)
Provides the student an opportunity to build upon basic knowledge of the anatomy and physiology of cells, tissues, and blood, and the following systems: musculoskeletal, neuroendocrine, and respiratory systems, and their applicability to anesthesia and acute care. A review of cell physiology is followed by in-depth analysis of muscular, nervous, and circulatory systems. Gross anatomy includes study of head and neck, and thorax. The student engages in critical thinking regarding the effects of anesthetics on physiologic functions and their relation to the client’s state of health/wellness as it interacts with the culturally diverse population in the twenty-first century.

BIOL 5250 Biostatistics for Nurse Anesthesia I (3)
A basic introduction to the use of statistics in nurse anesthesia. Topics covered include: descriptive statistics, probability, sampling estimation, t- and Z-tests, chi-square tests, one-way analysis of variance, and regression analysis. Computers will be used for some computational analysis.

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

BIOL 5300 Advanced Anatomy and Physiology II, includes lab experience (3)
Provides the student an opportunity to continue building upon basic knowledge of the anatomy and physiology of the cardiovascular, digestive, hepatic, reproductive, and renal systems, with particular reference to anesthesia and acute care management. An in-depth analysis will be made of the cardiovascular system. The student engages in critical thinking regarding the effects of anesthesia on normal physiologic functions of the cardiovascular and renal systems. Continuation of gross anatomy study of thorax and abdominal and pelvic regions.

BIOL 5320 Advanced Anatomy and Physiology III, includes lab experience (3)
This course is a continuation of Anatomy and Physiology II. It continues to explore the topics of the cardiovascular, digestive, hepatic, reproductive, and renal systems, with particular reference to anesthesia and acute care management. An in-depth analysis will be made of the cardiovascular system. The student engages in critical thinking regarding the effects of anesthesia on normal physiologic functions of the cardiovascular and renal systems. Continuation of gross anatomy study of thorax and abdominal and pelvic regions.

BIOL 5400 Introduction to Anesthesia (3)
This course includes a Journal Club. It is the first course in anesthesia designed to introduce the student to the basic professional aspects of nurse anesthesia practice including professional development, ethical, social, and legal issues. Introduction to the field of anesthesia includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, objectives of Healthy People 2010, historical perspectives, and specialities in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for preanesthetic assessment, and analyzing physiological principles. This fundamental course begins prior to the start of the clinical practicum and then proceeds in conjunction with BIOL 5600 Clinical Experience I, to give students a comprehensive background. A Journal Club that enhances the content taught in Introduction to Anesthesia accompanies this course. It affords the student an opportunity to research the various content areas and develop presentation skills. This course includes state-of-the-art computer simulation to assist in developing the initial skills required for administering anesthesia. Professional development opportunities occur through the attendance of local, state, and national anesthesia meetings. Prerequisite: admission to the M.S. in nurse anesthesia program.

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

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

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

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

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

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

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

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

BIOL 5800 Introduction to Research (2)
Focuses on the research process from problem formulation to analysis and interpretation. Quantitative and qualitative methodologies are addressed. The fundamental knowledge needed to plan, implement, and evaluate a research study is provided.

BIOL 5900 Pathophysiology I (3)
Lecture and discussion of pathologic states common to the surgical population which may affect the delivery of anesthesia. Focus will be on primary disease processes of the nervous, endocrine, and respiratory systems, common therapies, and their relationship to preoperative planning and case management.

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

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

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

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

BIOL 6220, 6230, 6240, 6280, and 6290 Clinical Experience IV, V, VI, VII, and VIII, Intermediate Level
At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in routine as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic, and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management and the pulmonary lab. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination.

BIOL 6255 Cellular Biology (3)
Covers fundamental concepts of the structure and function of human cells. The course begins with a light microscope study of tissue cells and an electron micrograph study of specific cells; followed by a study of organelle function; and ending with cellular perspectives on the nervous system, immunology, and cancer as they relate to anesthesia.
BIOL 6270 Principles of Anesthesia II (3)
This course is the continuation of BIOL 5500 Principles of Anesthesia I, and includes an advanced focus in pathophysiology and medical and systems management during anesthesia care. It includes a discussion of advanced anesthetic principles and management of various disease states, emphasizing the effects of anesthesia on the nervous, endocrine, hepatic, renal, and cardiovascular and respiratory systems. It also includes discussion of anesthesia for the trauma patient. This course is offered in conjunction with BIOL 5710 Clinical Experience III. State-of-the-art computer simulation to assist in the integration and development of didactic content and clinical skills is included. Prerequisite: BIOL 5500 Principles of Anesthesia I.

BIOL 6300 Epidemiology/Models in Clinical Research (1)
Presents an introduction to principles, methods, and uses of epidemiology. Distribution of populations at high risk, surveillance of health status, planning, evaluation of census, vital data, and health statistics as baseline indices of health status at community, state, and national levels will be presented. Attention will be given to determine the relevance of the findings of epidemiological studies to the clinical practice of anesthesia to individuals, families, groups, and communities.

BIOL 6310, 6320, 6330, 6340, 6350, and 6360 Research/Thesis Project I, II, III, IV, V, VI (1 credit hour each)
The design of this course is progressive, culminating in a master's thesis/research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project, and developing presentation of data from the research.

BIOL 6420, 6430, 6440, and 6450 Clinical Experience IX, X, XI, and XII (Advanced Level)
Clinical experiences at the advanced level continue to be supervised, but the nurse anesthesia resident is expected to demonstrate increasing autonomy and utilize appropriate critical thinking and decision-making skills in the management of all classifications of patients from ASA I–V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination.

BIOL 6460 Neuroendocrinology (3)
Covers the principles of hormonal regulation. Special attention to hormonal mechanisms and action and feedback will be studied. The relationship between the endocrine system and the nervous system will be emphasized regarding receptors related to anesthesia.

BIOL 6500 Immunology (2)
Covers the structure and function of leukocytes and the classification of antibodies. The principles of immunosuppression and the mechanism of the immune response will be studied for the perianesthetic period.

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

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

BIOL 6650 Developmental Biology (1)
Focuses on the development of the anatomical and physiological process from embryo to newborn. Normal and pathological conditions will be compared, and anesthesia implications will be discussed.
Nursing (M.S.N.)

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

M.S.N. Program Outcomes
Upon completion of the program, students should be able to:

- Analyze theories for application to research and practice.
- Analyze the impact of policy, organization, and financing of health care on systems.
- Apply family systems nursing with clients across the health illness continuum.
- Integrate cultural understanding in professional practice.
- Analyze ethical issues relevant to practice.
- Analyze research for application to practice.
- Integrate principles of effective communication in professional settings.
- Implement the role of nurse educator or nurse leader in professional practice.
- Synthesize concepts from theory, research, and practice into a final project.
- Contribute to the nursing profession through service and life long learning.

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

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

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

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

NURN 5120 Instructional Methods in Nursing
NURN 5220 Curriculum Development and Evaluation
NURN 5230 Teaching Practicum in Nursing I
NURN 5240 Teaching Practicum in Nursing II

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

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

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

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

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

The requirements for admission to the M.S.N. program are as follows:
- a bachelor of science in nursing (B.S.N.) accredited by the National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE);
- current licensure as a registered nurse in the United States and eligibility for licensure in Missouri;
- a minimum cumulative undergraduate G.P.A. of 3.0 on a 4.0 scale;
- completion of a statistics course with a grade of C or better;
- a minimum of one year of clinical experience in nursing;
- completion of the M.S.N. program application along with the application fee and official transcripts from all colleges, universities, and schools of nursing;
- three academic and/or professional recommendations;
- a curriculum vitae describing scope, responsibility, and function of all work experience;
- a brief essay (500 words or less) clearly describing the applicant’s educational and professional objectives for graduate study;
- a personal interview.
Continuous Enrollment
Students in the M.S.N. program must maintain continuous and consecutive enrollment in this program at Webster University. Students who do not enroll for three or more consecutive eight- or nine-week terms will be withdrawn from the program. The student may request a waiver of this requirement.

Certificate Programs
Two professional development certificates are offered through the Nursing Department.

Admission Requirements
- 2.5 grade point average
- B.S.N. required
- Proof of RN licensure
- Minimum of one year of clinical experience
- Resume describing scope, responsibility, and function of work experience
- Completion of application with fees
- Official transcripts
- Personal interview

Nurse Educator Certificate
The Nurse Educator certificate is a 12-credit-hour program designed for the Registered Nurse who has completed a B.S.N. or M.S.N. and is interested in a nursing education focus.

Curriculum
NURN 5210 Instructional Methods in Nursing (3)
NURN 5220 Curriculum Development and Evaluation (3)
NURN 5230 Teaching Practicum in Nursing I (3)
NURN 5240 Teaching Practicum in Nursing II (3)**

*An elective which focuses on education may be substituted with the approval of the M.S.N. Coordinator.

Nurse Leader Certificate
The Nurse Leader certificate is a 12-credit-hour program designed for the Registered Nurse who has completed a B.S.N. or M.S.N. and is interested in a nursing leadership focus.

Curriculum
NURN 5410 Leadership in Nursing (3)
NURN 5420 Financial Issues for Nurse Leaders (3)
NURN 5230 Legal Issues for Nurse Leaders (3)
NURN 5440 Leadership in Nursing Practicum I (3)
NURN 5450 Leadership in Nursing Practicum II (3)

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

NURN 5050 Policy and Politics in Nursing (3)
Students examine the role of nursing in a political environment and policy within the health care arena. Social, economic, ethical, and legislative issues influencing health care policy and nursing practice are addressed. Various models of financing and establishing health care delivery systems are explored. Nurses’ roles within these systems are reviewed in order to function effectively and assume a leadership role in the health care system.

NURN 5210 Instructional Methods in Nursing (3)
This course is designed to explore a variety of teaching methods used by nurse educators in academia, staff development and/or community education. Learning theories, principles of adult learning and learning objectives are examined. Use of technology in nursing education is integrated throughout the course. Students develop, implement, and evaluate a lesson plan appropriate for adult learners. Prerequisites: NURN 5000 and NURN 5550 or permission of Coordinator.

NURN 5220 Curriculum Development and Evaluation (3)
Curriculum design, development, and evaluation are explored. The influence of research and societal, educational, ethical, and professional forces on the nursing curriculum is discussed. Students design a model curriculum, program evaluation, and outcome criteria to evaluate student achievement. Prerequisites: NURN 5000 and NURN 5550 or permission of Coordinator.

NURN 5230 Teaching Practicum in Nursing I (3)
Course content focuses on the development of lesson plans appropriate for defined learner populations. Students design, implement, and evaluate educational plans. Students collaborate with faculty and chosen preceptor on lesson plans. The role of the educator in a teaching setting is explored. Prerequisites: NURN 5210 and NURN 5220.

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

NURN 5410 Leadership in Nursing (3)
This course provides the student with a theoretical foundation of nursing leadership. Professional practice models and organizational philosophies will be explored within the context of current nursing issues. Competencies necessary for nurse leaders will be discussed. The role of communication will be examined across organization systems. The effect of diversity on practice will be discussed. Prerequisites: NURN 5000 and NURN 5550 or permission of Coordinator.

NURN 5420 Financial Issues for Nurse Leaders (3)
This course is based upon financial management framework important to nurse leaders. The primary focus is on the interpretation and application of basic financial information from a departmental or a general organizational point of view. Topics will include the general goals and functions of financial decision making, the role of money and financial markets in the economy, financial statement analysis, and the budget process. The course will include criteria for allocating resources that optimize quality cost effective care. Prerequisites: NURN 5000 and NURN 5550 or permission of Coordinator.

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

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

NURN 5450 Leadership in Nursing Practicum II (3)
The practicum course continues the exploration of the role of nurse leader in an organizational or community setting. Students collabo-
Nursing (M.S.N.)

rate with faculty and preceptors to examine the role of nurse leader. Prerequisites: NURN 5410, NURN 5420, NURN 5430, and NURN 5440, or permission of Coordinator.

NURN 5500 Professional Seminars (1-3)
Students participate in seminars designed to examine contemporary issues in nursing. The professional seminar supplements the core or focus area courses by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars to meet the credit-hour requirements for graduation.

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

NURN 5800 Family Systems Nursing (3)
This course provides the student with a theoretical foundation and model for family assessment and intervention. Students develop basic family interviewing skills through the use of taped interviews. Opportunities to practice nursing interventions in a supervised setting are provided. Prerequisite: NURN 5000, NURN 5550.

NURN 5810 Families in Transition (3)
Students focus on families experiencing common transitions. Students continue to practice family interviewing skills. The use of family systems interventions is emphasized. Prerequisites: NURN 5550 and NURN 5800.

NURN 5820 Families Experiencing Illness (3)
Students examine the interaction between family functioning and illness. The influence of beliefs on health and the healing process is addressed. Family interviewing skills and therapeutic nursing interventions are emphasized. Prerequisites: NURN 5550 and NURN 5800.

NURN 5990 Advanced Studies in Nursing (1-3)
Students with special interests or needs not met by existing curricula may request that a faculty member supervise a directed study. Content of the study and evaluation criteria are mutually decided on by the student and faculty. This course may be repeated for credit if content differs. Prerequisite: permission of department chairperson.

NURN 6000 Integrated Studies in Nursing (3)
Students synthesize and integrate learning experiences from previous coursework through writing an in-depth, scholarly manuscript. The final manuscript will be suitable for possible publication and presentation. Prerequisite: completion of at least 30 credit hours.

Certificates in Healthcare Leadership and Healthcare Education

Admission Requirements
- 2.5 grade point average
- Bachelor's degree required
- Minimum of one year of healthcare education experience
- Résumé describing scope, responsibility, and function of work experience
- Completion of application with fees
- Official transcripts
- Personal interview

Certificate in Healthcare Education
The Healthcare Education certificate is an 18-credit-hour program designed for those who hold educational positions in healthcare and who have completed a bachelor's degree and are interested in a healthcare education focus.

The program is offered at the Geneva campus.

Curriculum
HCED 5210 Instructional Methods (3 credit hours)
HCED 5220 Curriculum Development and Evaluation (3 credit hours)
HCED 5230 Teaching Practicum (3 credit hours)
HEAL 5210 Program Development in Health Care (3 credit hours)
HRDV 5610 Training and Development (3 credit hours)
HCED 6000 Healthcare Education Case Studies

Certificate in Healthcare Leadership
The Healthcare Leader certificate is an 18-credit-hour program designed for those who hold leadership positions in healthcare, who have completed a bachelor's degree and are interested in a healthcare leader focus.

The program is offered at the Geneva campus.

Curriculum
HCLD 5410 Leadership in Healthcare (3 credit hours)
HCLD 5420 Financial Issues for Healthcare Leaders (3 credit hours)
HCLD 5230 Legal Issues for Healthcare Leaders (3 credit hours)
HCLD 5440 Leadership in Healthcare Practicum I (3 credit hours)
HRDV 5620 Interpersonal and Organizational Communications (3 credit hours)
HCCL 6000 Healthcare Leader Case Studies (3 credit hours)
Course Descriptions

HCED 5210 Instructional Methods (3)
A variety of teaching methods are explored. Learning theories, principles of adult learning and learning objectives are examined. Use of technology in healthcare education is integrated. Students develop, implement and evaluate a lesson plan appropriate for adult learners.

HCED 5220 Curriculum Development and Evaluation (3)
Curriculum design, development, and evaluation are explored. Societal, educational, ethical, research, and professional forces which affect healthcare curricula are discussed. Students design a model curriculum, program evaluation, and outcome criteria to evaluate student achievement.

HCED 5230 Teaching Practicum (3)
Course content focuses on the development of lesson plans appropriate for defined learner populations. Students design, implement, and evaluate educational plans. The role of the healthcare educator is analyzed.

HCED 6000 Healthcare Education Case Studies
Students synthesize and integrate learning experiences from previous coursework through an in-depth case study addressing healthcare education issues.

HCLD 5230 Legal Issues for Healthcare Leaders (3)
This course will examine legal issues important to healthcare leaders. Legal issues such as labor relations, employment laws, privacy laws, patient rights and risk management will be discussed. Requirements of governmental and accrediting bodies will be addressed.

HCLD 5410 Leadership in Healthcare (3)
This course will provide the student with a theoretical foundation of healthcare leadership. Professional practice models and organizational philosophies will be explored within the context of current healthcare issues. The leadership skills of negotiation, delegation, conflict management, coaching and mentoring will be applied to healthcare. The role of communication will be examined across organization systems. The effect of gender and cultural diversity on communication will be discussed.

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

HCLD 5440 Leadership in Healthcare Practicum I (3)
The practicum course is designed to explore the role of healthcare leader in an organizational or community setting. Students collaborate with faculty and preceptors to examine the role of the healthcare leader.

HCLD 6000 Healthcare Leader Case Studies (3)
Students synthesize and integrate learning experiences from previous coursework through an in-depth case study addressing healthcare leader issues.

HEAL 5210 Program Development in Health Care (3)
Course involves step-by-step methods of program development in healthcare. Includes a study of conceptual frameworks, philosophical basis, the student, the setting, the knowledge component, learning strategies, and evaluation.

HRDV 5610 Training and Development (3)
Rapid changes in technology and job design, along with 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 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 the opportunities to explore a variety of personal and organizational methods of enhancing communication.
Patent Agency

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

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

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

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

Learning Goals for the Patent Agency Program
Upon completion of the program, students should:

• Understand the fundamentals of legal reasoning and analysis.
• Understand the legal environment in which individuals, businesses, and the judiciary operate.
• Be able to apply the theory of legal research and writing to practical problems encountered in patent litigation.
• Obtain the practical knowledge needed to enter the field of patent agency well prepared to prepare and prosecute patent cases.

1. Pursuant to the General Requirements Bulletin for Admission to the Examination for Registration to Practice in Patent Cases before the United States Patent and Trademark Office, patent agents must possess the “legal, scientific, and technical qualifications necessary to enable him or her to render applicants for patents valuable service.” Section 10.7. See Section 10.7 for educational credentials that can demonstrate the required scientific and technical training. Students in this program are entirely responsible for ensuring that they qualify to sit for the Patent Agent Bar Examination. For more information, please visit http://www.uspto.gov/web/offices/dcom/olia/oed/examregist.htm

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

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

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

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

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

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

LEGL 5260 Methods of Legal Research and Writing I (3)
This course is designed to develop the student's research and writing skills, including legal citations. Methods of Legal Research and Writing I introduces the student to the skills necessary for identifying, locating, and using legal resources, including primary sources of statutory and case law; secondary authority; and research reference tools commonly located in a law library which are used to navigate the primary and secondary sources. In addition, the students will be introduced to the process of computer-aided legal research. This class also explores the process of legal analysis through the incorporation of the results of legal research into legal argument and legal 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 student's legal analytical and writing skills. The course includes several legal issue writing projects, at least two of which will combine both research and writing skills. Prerequisite: LEGL 5000 and LEGL 5260.

LEGL 5710 Global Intellectual Property Law (3)
This course will introduce students to intellectual property outside the U.S. It will also cover the challenges and problems in protecting and enforcing patents, trademarks, copyrights, and trade secrets outside the U.S. Additionally, this course will cover the major intellectual property treaties, including the Paris Convention; the Patent Cooperation Treaty; the Madrid Agreement and the Madrid Protocol; the Berne Convention; the Universal Copyright Convention, and others, focusing on the practical impact of these treaties on protecting rights outside of the United States. Prerequisite: LEGL 5000.

LEGL 5720 Copyright Law and Trademark Law (3)
This is a substantive law course covering the federal copyright statute (17 U.S.C. 101 et seq.) and the federal and state statutes governing trade secrets and confidential information. Issues to be examined include copyrightable subject matter, the exclusive rights afforded by copyright, ownership of copyright, and fair use. Additionally, this course will cover the preparation and prosecution of applications for copyright registration, and the federal and state schemes for protecting and enforcing rights in trade secrets and other confidential information. Prerequisite: LEGL 5000 and LEGL 5900.

LEGL 5730 Trademark Law (3)
This is a substantive law course covering the federal and state statutory and common law schemes for protecting trademarks and service marks. This course follows the process of selecting and protecting a trademark including pre-adoption searching, preparation and filing of applications, prosecution of applications, and issuance and maintenance of trademark registrations in the U.S. and abroad. Prerequisite: LEGL 5000 and LEGL 5900.

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

LEGL 5750 Computerized Patent Searching and Patentability (3)
This is a legal researching and writing skills course that will focus on searching strategies and databases in patent contexts. This course will address both publicly available and private databases for searching for prior art for patentability and validity purposes, and legal precedent to support application and enforcement efforts. Prerequisite: LEGL 5000 and LEGL 5920.

LEGL 5900 Foundations in Intellectual Property Law (3)
This course is a survey of the four primary areas of intellectual property—patents, trademarks, copyrights, and trade secrets. This course will compare and contrast the protections afforded by each of these primary areas of intellectual property law, and will clarify the scope and limits of patent protection for new inventions and discoveries. Prerequisite: LEGL 5000.

LEGL 5910 Patent Law (3)
This is a substantive patent law course focusing on the federal patent laws (35 U.S.C. 1 et seq.). This course will cover the arrangement of the U.S. Patent Office, the requirements of patentability, and the patent application process. This course introduces students to the U.S. patent system, issues relating to patent law, patentability, benefits of obtaining patent protection, defenses to and remedies for patent infringement, and patent issues abroad. Prerequisite: LEGL 5000.

LEGL 5920 Patent Drafting (3)
This is a practical skills course that teaches the fundamentals of preparing a patent application, with particular emphasis on claim drafting. Drafting techniques useful for all technical subject matters will be covered. At the end of this course, students are expected to be able to draft proper claims and prepare patent application documents suitable for filing in the U.S. Patent and Trademark Office. Prerequisite: LEGL 5000, LEGL 5260, and LEGL 5910.

LEGL 5930 Patent Prosecution (3)
This is a practical skills course that teaches the fundamentals of prosecuting patent applications—corresponding with the U.S. Patent and Trademark Office to overcome formal and substantive rejections of a patent application. Prosecution strategy with a view toward subsequent enforcement of the resulting patent will be emphasized. At the end of this course, students are expected to be able to draft a proper response to an Office Action issued by the U.S. Patent and Trademark Office, and handle other issues with the U.S. Patent and Trademark Office relating to the issuance and maintenance of U.S. patents. Prerequisite: LEGL 5000.

LEGL 5940 Patent Law Regulations, Procedures, and Ethics (3)
This course reviews the patent laws (35 U.S.C. 1 et seq.), the formal patent rules (37 CFR), and information patent rules (the Manual of Patent Examination Procedure). One of the objectives of this course is for students to become familiar with the practical side of how the patent laws are implemented by the U.S. Patent and Trademark Office. Students will also learn the nuts and bolts of patent filing—what papers are necessary to file a patent application and how to prepare and file them. This course will also cover ethical issues of patent preparation and prosecution. Prerequisite: LEGL 5000 and LEGL 5910.

LEGL 5950 Patent Litigation and the Federal Courts (3)
This is a substantive law course focusing on the Court of Appeals for the Federal Circuit, which has exclusive jurisdiction over most patent-related lawsuits. This course will cover the structure of the Court, and its procedures, and the effect of the Court's decisions on Patent Office Procedures and patent litigation. Specific attention will be given to the study of the significant rulings of the Federal Circuit on the interpretation of patents, the determination of infringement, and the remedies available for infringement. Prerequisite: LEGL 5000, LEGL 5260, and LEGL 5910.

This is the capstone practical skills course bringing together all of the substantive law knowledge and practical skills training and applying it to the searching, preparation, filing, and prosecution of a patent application on an invention. Students will follow a project from start to finish, producing a portfolio-type work product that may be useful as a writing sample. Prerequisite: Completion of all other required courses in this major.
College of Arts & Sciences
Graduate Program

Professional Science
Management and Leadership

Location
Professional science management and leadership courses are offered at the following location:
Continental United States
St. Louis, MO
Westport Campus

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

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

Program Curriculum
The 36 credit hours required for the M.A. degree must include the following courses for a major in Professional Science Management and Leadership.

*PSML 5000 Introduction to Professional Science Management and Leadership
*PSML 5050 Communication for Professional Science Management and Leadership
*MNGT 5590 Organizational Behavior
*PSML 5590 Ethics and Social Responsibility in Science Management and Leadership
LEGL 5900 Foundations in Intellectual Property Law
PSML 5700 Marketing and Comparative Analysis for Science Management and Leadership
BUSN 5200 Basic Finance for Managers
PSML 5800 Project Management
PSML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership
PSML 6000 Practical Application in Science Management and Leadership

*Core courses, must be completed before other courses in the program.

Intellectual Property
HRMG 5690 Workforce Retention and Transitions: Theory and Practice

Course Descriptions
*PSML 5000 Introduction to Professional Science Management and Leadership
This course gives an overview of the Science Management Program and helps students understand a variety of business models and their demands. The course also addresses strategies for competitive gain, effective communication, team work, financial management plans, marketing, intellectual property, work with regulatory bodies, ethics, and human resource issues. (3 credits)

*PSML 5050 Communication for Professional Science Management and Leadership
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. (3 credits) Prerequisite: PSML 5000

*MNGT 5590 Organizational Behavior
This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attributions, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design. (3 credits) Prerequisite: PSML 5050

*PSML 5590 Ethics and Social Responsibility in Science Management and Leadership
This course examines the moral and social context of professional managers and leaders in science organizations. Topics include: moral, social and legal issues in contemporary business management; ethical theories as frameworks for managerial decisions; corporate social responsibility; dilemmas of conscience for scientists; and moral and social issues. Analysis and discussion of case studies comprise a significant portion of the class. (3 credits) Prerequisite: MNGT 5590

LEGL 5900 Foundations in Intellectual Property Law
This course covers copyrights, trade secrets, as well as Licensing, United States Patent and Trademark Office, and Freedom to Operate. Students will learn to communicate more effectively with legal professionals. (3 credits) Prerequisite: PSML 5590
**Professional Science Management and Leadership**

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

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

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

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

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

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

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

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

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

**HRMG 5690 Workforce Retention and Transitions: Theory and Practice**
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.
Leigh Gerdine College of Fine Arts

Peter E. Sargent, dean
Departments (3): Art; Music; Theatre and Dance

Mission Statement

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

This Mission Statement clearly reflects the spirit and atmosphere that permeates the creative atmosphere of the College. The demands placed on students are enormous. In order to succeed, the faculty expect students to be highly disciplined; to be completely focused on the challenges that will be placed in front of them regularly; to be resilient in their spirit to use the talent and instruction available to achieve new levels of excellence; and to understand that to be an artist in our community, it is necessary to be a citizen and a leader. The faculty are dedicated to providing the best possible opportunities to develop individual talents within the resources available at the University. It is expected that students will strive to be the best and to set the standards for others to achieve.

In order to ensure that the best opportunities are available to the students, significant partnerships are in place with the outstanding performing and visual arts organizations in the region. The Opera Theatre of Saint Louis and The Repertory Theatre of St. Louis are housed on campus and perform their seasons in the Loretto-Hilton Center for the Performing Arts. The Saint Louis 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.
Leigh Gerdine College of Fine Arts
Graduate Program

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

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

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

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

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

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

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

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

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

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

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

**ART 5340 History of Renaissance Art (3)**
This course is the study and exploration of art of Italy and Northern Europe from the thirteenth century to the art of mannerism in the sixteenth century. The course includes a significant research project and an oral presentation. Prerequisite: admission to the graduate program in art.

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

**ART 5360 History of Modern Art (3)**
The study and research of art created in Europe and America in the nineteenth century and the early modern period is central to this course. Developments include early twentieth-century art as it relates to political forces of the day, the Russian Revolution, and World War I. The course includes a significant research project and an oral presentation. Prerequisite: admission to the graduate program in art.
ART 5370 Art Since 1945 (3)
This is a study of art from the pre-World War II migration of European artists until the present. Special focus includes Social Realism, the WPA, and the Harlem Renaissance as influential trends of the second half of the twentieth century. The course includes a significant research project and an oral presentation. Prerequisite: admission to the graduate program in art.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ART 6500 Graduate Internship in Art (3-6)
Program Descriptions
Webster University offers the master of music (M.M.) with a major in composition, jazz studies, music education, performance, orchestral performance, and church music. Students who desire a more general course of studies may pursue the master of arts (M.A.) with a major in music. The M.M. and the M.A. programs conform to the guidelines specified by the National Association of Schools of Music for accreditation.

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

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

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

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

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

Music Audition Procedures

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

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

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

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

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

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

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

Location
Music courses are offered at the following location:
Continental United States
St. Louis, MO
Home Campus
Leigh Gerdine College of Fine Arts
Graduate Program

Music

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

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

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

Master of Music

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

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 4040 Music of the Twentieth Century*</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUSC 5010 Composition (four semesters)</td>
<td>8 hours</td>
</tr>
<tr>
<td>MUSC 5100 Analytical Techniques I</td>
<td>2 hours</td>
</tr>
<tr>
<td>MUSC 5110 Analytical Techniques II</td>
<td>2 hours</td>
</tr>
<tr>
<td>MUSC 5120 Seminar in Music Literature I</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUSC 5130 Seminar in Music Literature II</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUSC 5230 Seminar in Music Business</td>
<td>2 hours</td>
</tr>
<tr>
<td>MUSC 4950 New Music Ensemble</td>
<td>1 hour</td>
</tr>
<tr>
<td>Major Ensemble:</td>
<td></td>
</tr>
<tr>
<td>MUSC 4910 Webster University Chorale</td>
<td></td>
</tr>
<tr>
<td>MUSC 4920 Webster University Choral Society</td>
<td></td>
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<tr>
<td>MUSC 4940 Webster University Symphony Orchestra</td>
<td></td>
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<tr>
<td>MUSC 4980 Webster University Wind Ensemble</td>
<td></td>
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<tr>
<td>Electives</td>
<td>7–9 hours</td>
</tr>
<tr>
<td>Final project</td>
<td>0 hours</td>
</tr>
</tbody>
</table>

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

Oral examination                      | 0 hours  |

Total                                  | 32 hours |

*Suggest Electives

MUSC 4650 Advanced MIDI Applications: Film Scoring | 3 hours |
MUSC 4030 Eighteenth-Century Counterpoint         | 3 hours |
MUSC 4340 Jazz Scoring and Arranging I           | 3 hours |
MUSC 4390 Commercial Composition                  | 3 hours |
MUSC 5000 Applied Music                          | 1–3 hours|
MUSC 5200 Independent Study                      | 1–3 hours|

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

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 5000 Applied Music: Major Instrument(s) (four semesters)</td>
<td>8 hours</td>
</tr>
<tr>
<td>MUSC 5100, 5110 Analytical Techniques I, II</td>
<td>4 hours</td>
</tr>
<tr>
<td>MUSC 5120, 5130 Seminar in Music Literature I, II</td>
<td>6 hours</td>
</tr>
<tr>
<td>MUSC 5200 Independent Study: Advanced Arranging (two semesters)</td>
<td>4 hours</td>
</tr>
<tr>
<td>MUSC 5800 Advanced Studies in Music: Jazz History</td>
<td>2 hours</td>
</tr>
<tr>
<td>Major Ensemble—2 semesters</td>
<td>2 hours</td>
</tr>
<tr>
<td>MUSC 4960 Jazz Ensemble</td>
<td></td>
</tr>
<tr>
<td>MUSC 4950 Vocal Jazz Ensemble (for vocal majors only)</td>
<td></td>
</tr>
<tr>
<td>MUSC 4970 Webster University Big Band</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6 hours</td>
</tr>
<tr>
<td>Final project: two recitals or one major arranging project, or one major historical document</td>
<td>0 hours</td>
</tr>
<tr>
<td>Oral examination</td>
<td>0 hours</td>
</tr>
</tbody>
</table>

Total                                  | 32 hours |

Suggest Electives

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

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

Major Areas of Emphasis

- Piano
- Voice
- Guitar
- Organ

Required Courses for Piano, Guitar, and Organ Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 5000 Applied Music: Major Instrument (four semesters)</td>
<td>8 hours</td>
</tr>
<tr>
<td>MUSC 5100, 5110 Analytical Techniques I, II</td>
<td>4 hours</td>
</tr>
<tr>
<td>MUSC 5120, 5130 Seminar in Music Literature I, II</td>
<td>6 hours</td>
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<tr>
<td>Major Ensemble—2 semesters</td>
<td>2 hours</td>
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<tr>
<td>MUSC 4910 Webster University Chorale</td>
<td></td>
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<tr>
<td>MUSC 4920 Webster University Choral Society</td>
<td></td>
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<tr>
<td>MUSC 4940 Webster University Symphony Orchestra</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>12 hours</td>
</tr>
<tr>
<td>Two public recitals</td>
<td>0 hours</td>
</tr>
<tr>
<td>Oral examination</td>
<td>0 hours</td>
</tr>
</tbody>
</table>

Total                                  | 32 hours |
Two public recitals

Electives

MUSC 5230 Seminar in Music Business
MUSC 5120, 5130 Seminar in Music Literature I, II
MUSC 5100, 5110 Analytical Techniques I, II

MUSC 4950 Webster University Chamber Music Ensembles

Required Courses

provided by full-time and adjunct faculty artists and by members of the 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.

Orchestral Performance Emphasis

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

Required Courses

MUSC 4190 Orchestral Literature
MUSC 4940 Webster University Symphony Orchestra**
MUSC 4950 Webster University Chamber Music Ensembles
MUSC 5000 Applied Music (four semesters)
MUSC 5100, 5110 Analytical Techniques I, II
MUSC 5120, 5130 Seminar in Music Literature I, II
MUSC 5230 Seminar in Music Business

Electives

Two public recitals

Oral examination

Total

Suggested Electives

MUSC 4010 Composition
MUSC 4150 The Art Song
MUSC 4160 Operatic Literature
MUSC 4170, 4180 Piano Literature I, II
MUSC 4260, 4270 Piano Pedagogy I, II
MUSC 4800 Advanced Topics in Music
MUSC 4950 Chamber Music:
  Classical Guitar Ensemble
  Piano Trio
  New Music Ensemble
MUSC 5000 Applied Music
MUSC 5200 Independent Study
MUSC 5230 Seminar in Music Business
MUSC 5800 Advanced Studies in Music

Required Courses for Vocal Performance

MUSC 5000 Applied Music
MUSC 5100, 5110 Analytical Techniques I, II
MUSC 5120, 5130 Seminar in Music Literature I, II
MUSC 5140 Lyric Dictation
MUSC 4150 The Art Song*
MUSC 4160 Operatic Literature*

Major Ensemble—2 semesters

MUSC 4910 Webster University Chorale
MUSC 4920 Webster University Choral Society
MUSC 4990 Webster University Opera Studio

M.M. vocal performance majors may count Opera Studio as a major ensemble for one semester, but only if they have a major role, and only if they take Opera Studio during the fall semester.

Electives

Two public recitals
Oral examination

Total

Suggested Electives

MUSC 4250 Voice Pedagogy
MUSC 4800 Advanced Topics in Music
MUSC 4810 Advanced Aural Skills
MUSC 4930 Webster University Camerata Singers
MUSC 4990 Webster University Opera Studio
MUSC 5000 Applied Music: Voice
MUSC 5000 Applied Music: Organ (for organists)
MUSC 5500 Music Education courses
MUSC 5800 Advanced Studies in Music

Suggested Electives

MUSC 4040 Music of the Twentieth Century
MUSC 4810 Advanced Aural Skills
MUSC 5200 Independent Study
MUSC 5320 Advanced Instrumental Conducting

** Students are expected to perform with the Webster University Symphony Orchestra every semester they are enrolled in the program. Beyond the required four semesters, Orchestra may be taken without credit.

Church Music Emphasis

This graduate degree program is designed specifically for musicians serving as directors of music, organists, and/or choir directors in a church setting. Students in this program enroll in core courses in music theory and history. Classes required for completion of the 36-credit-hour degree are taken at both Webster University and Eden Seminary. A minimum of 22 graduate credit hours will be earned at Webster University and a minimum of 10 credit hours at Eden Seminary.

Required Courses

Webster University Courses

MUSC 4020 Hymnody and Psalmody
MUSC 4080 Choral Literature and Techniques

Major Ensemble—2 semesters

MUSC 4910 Webster University Chorale
MUSC 4920 Webster University Choral Society
MUSC 5000 Applied Music: Organ (for organists)
MUSC 5000 Applied Music: Voice
MUSC 5100, 5110 Analytical Techniques I, II
MUSC 5120, 5130 Seminar in Music Literature I, II
MUSC 5320 Advanced Instrumental Conducting and/or
MUSC 5330 Advanced Choral Conducting
MUSC 5900 Supervised Apprenticeship

Public recital

1) an organ recital or 2) a choral concert with a church or other choir conducted by the M.M. student, the repertoire will be carefully selected to represent sacred choral works from a variety of important composers and musical eras.

Oral examination

Total

Eden Seminary Courses

Liturgy course (consult with your adviser)
B111 or B112 Biblical Studies I or II
B113 or B114 Biblical Studies III or IV

Electives to be selected from the following: (1-4 hours)

Webster University Courses

MUSC 4250 Voice Pedagogy
MUSC 4810 Advanced Aural Skills
MUSC 5010 Composition
MUSC 5500 Music Education courses

Eden Seminary Courses

Elective courses taken at Eden Seminary must be approved by your program advisor.

Total

To complete the requirements for graduation, each student must accomplish the following to the satisfaction of a faculty committee: (1) demonstrate keyboard proficiency by playing selected 4-part hymns; (2) pass a comprehensive oral examination; and (3) present a public recital or comparable musical presentation as a demonstration of competence in performance.
Music

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

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

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

Suggested Electives
MUSC 4250 Voice Pedagogy 3 hours
MUSC 5410 Orff, Level I 3 hours
MUSC 5420 Orff, Level II 3 hours
MUSC 5430 Orff, Level III 3 hours
MUSC 5440 Pedagogy in the Orff Classroom 2 hours
MUSC 5450 Arranging and Composing for the Orff Teacher 2 hours
MUSC 5460 Curriculum Development for the Orff Approach 2–3 hours
MUSC 5490 Integrating World Musics into the Curriculum 2 hours
MUSC 5510 Kodály Musicianship I 1 hour
MUSC 5520 Kodály Pedagogy I 1 hour
MUSC 5530 Kodály Music-Making I 1–2 hours

Music Education with Orff Emphasis
Certified teachers (or those who are currently pursuing state certification) may combine courses in music education with studies leading to national certification in Orff Schulwerk methodology. Courses are offered in the evening and during the summer. Instructors are nationally recognized experts in the Orff Schulwerk program. (See also M.A. in Music/Orff Emphasis.)

Required Courses
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
Major Ensemble—2 semesters 2 hours
MUSC 4920 Webster University Choral Society

MUSC 4940 Webster University Symphony Orchestra
MUSC 4980 Webster University Wind Ensemble
MUSC 5020 Foundations and Principles of Music Education 3 hours
MUSC 5410 Orff, Level I 3 hours
MUSC 5420 Orff, Level II 3 hours
MUSC 5430 Orff, Level III 3 hours
MUSC 5480 Curriculum Development for the Orff Approach 2–3 hours
Oral examination 0 hours
Final project (thesis or major project) 0 hours

Suggested Electives
General education (M.A.T.) 0–4 hours
Music, music education, or Orff methodology (4000-level or above) 0–4 hours
Total 32 hours

M.A. (Music)
The M.A. in music will be balanced among three areas: (1) core courses in music history, theory, and performance; (2) supportive courses in music (area of emphasis); and (3) additional coursework in music or a related field.

Suggested Areas of Emphasis
Piano Pedagogy/Performance
Vocal Pedagogy/Performance
Jazz Studies
Conducting
Composition/Arranging
Music History/Theory
Accompanying
Chamber Music
Other areas as approved by the Director of Graduate Studies

Required Courses
MUSC 5000 Applied Music 0–2 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
Major Ensemble—2 semesters 2 hours
MUSC 4920 Webster University Choral Society
MUSC 4920 Webster University Choral Society
MUSC 4940 Webster University Symphony Orchestra
MUSC 4960 Jazz Ensemble (Jazz Studies emphasis only)
MUSC 4980 Webster University Wind Ensemble
Music electives 10–12 hours
Courses in music at the 4000-5000 levels to be chosen in consultation with the Director of Graduate Studies (At least 6 credit hours of these courses must be academic electives.)

Additional coursework 10–12 hours
These courses may be in music or in another related field such as art, literature, philosophy, or history.

Final Project/Recital Program 0 hours
Students will present a major historical, pedagogical, or analytical paper, a recital, or other appropriate demonstration. Final projects are approved by the Director of your area of emphasis in consultation with the Director of Graduate Studies and the Chair of the Department of Music.
Oral examination 0 hours
Total 32 hours
Suggested Electives
MUSC 4040 Music of the Twentieth Century 3 hours
MUSC 4070 Choral Arranging 2 hours
MUSC 4080 Choral Literature and Techniques 3 hours
MUSC 4140 Lyric Diction 2 hours
MUSC 4150 The Art Song 3 hours
MUSC 4160 Operatic Literature 3 hours
MUSC 4170, 4270 Piano Literature I, II 4 hours
MUSC 4190 Orchestral Literature 3 hours
MUSC 4250 Voice Pedagogy 3 hours
MUSC 4260 Piano Pedagogy I, II 4 hours
MUSC 4320 Jazz Pedagogy 3 hours
MUSC 4340, 4350 Jazz Scoring and Arranging I, II 6 hours
MUSC 4810 Advanced Aural Skills 2 hours
MUSC 4990 Opera Studio 1 hour
MUSC 5200 Independent Study 1–3 hours
MUSC 5230 Seminar in Music Business 2 hours
MUSC 5320 Advanced Instrumental Conducting 1–4 hours
MUSC 5330 Advanced Choral Conducting 1–4 hours

M.A. in Music (Orff Emphasis)
The M.A. in music with an emphasis in Orff Schulwerk methodology is intended both for state-certified teachers who desire graduate study outside the traditional music education curriculum and also for those whose career plans do not include public school teaching at the elementary or secondary levels. (See also the M.M. in music education/Orff emphasis). The M.A. in music/Orff emphasis leads to national certification in the Orff methodology. Courses are offered in the evening and during the summer. Instructors are nationally recognized experts in the Orff Schulwerk program.

Required Courses
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, I 6 hours
Major Ensemble—two semesters 2 hours
MUSC 4910 Webster University Chorale
MUSC 4940 Webster University Symphony Orchestra
MUSC 4980 Webster University Wind Ensemble
MUSC 5410 Orff, Level I 3 hours
MUSC 5420 Orff, Level II 3 hours
MUSC 5430 Orff, Level III 3 hours
MUSC 5480 Curriculum Development for the Orff Approach 2–3 hours
Oral examination 0 hours
Final project (thesis or major project) 0 hours

Suggested Electives
General education (M.A.T.) 0–6 hours
Music education or Orff methodology 3–6 hours
Electives in music or a related field (4000 level or above) 3–6 hours

Total 32 hours

Library Holdings
Books, periodicals, scores, records, compact discs, and videos, as recommended for music libraries by the National Association of Schools of Music, are conveniently housed in the Emerson Library. In addition, the library subscribes to a number of significant online music-related resources including the New Grove Dictionaries of Music, the International Index of Music Periodicals, The Music Index, and RILM.

Graduate Assistantships
The Department of Music offers graduate assistantships in jazz studies, music theory, orchestra, and piano accompanying. For further information, interested applicants should contact the Director of Graduate Studies in Music. Assistantship stipends do not include tuition remissions. Applications for assistantships must be received by March 15.

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

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

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

Course Descriptions
Note: Courses numbered 4000 or higher may be completed for graduate credit.

MUSC 4010 Composition (1–3)
Each student in consultation with the instructor develops the content of this course in music composition. May be repeated for credit. Prerequisite: 6 credit hours of MUSC 3010 or permission of the instructor.

MUSC 4020 Hymnody and Psalmody (2)
Study of psalmody and hymnody in history and current practice; theological study of hymn texts and musical study of hymn tunes; practical application of hymnody in Christian worship and education.

MUSC 4030 Eighteenth-Century Counterpoint (3)
Practical study of counterpoint as used in the works of Bach. Includes study of the invention, chorale prelude, and fugue, with extensive analysis of the music of the period. Prerequisite: MUSC 2020 or permission of instructor.

MUSC 4040 Music of the Twentieth Century (3)
An historical survey from Debussy, Ives, Stravinsky, and Schoenberg to Bartok, 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)
This course covers arranging for choral ensembles of various voice groupings and abilities. Projects may include arrangements of folk songs, simplification or re-voicing of previously composed choral music, adapting choral parts to accommodate boys' changing voices, limited ranges, and other exigencies. Prerequisite: MUSC 2020 or permission of instructor.
Music

MUSC 4080 Choral Literature and Techniques (3)
This course surveys choral repertoire primarily from the perspective of choral technique. Aspects of the coursework include the role of the conductor, rehearsal technique, vocal pedagogy, performance practice, and preparation (analysis) of choral scores for the purposes of conducting and teaching. Prerequisite: MUSC 3410 or permission of instructor.

MUSC 4120 Piano Accompanying (2)
Designed primarily for piano majors. Teaches the specific skills required for accompanying. Emphasizes art song literature, but also includes operatic and instrumental music. Prerequisite: permission of instructor.

MUSC 4140 Lyric Diction (2)
This course focuses on the correct pronunciation of foreign language sounds using the International Phonetic Alphabet. The course is designed for voice students.

MUSC 4150 The Art Song (3)
Solo art songs of the nineteenth and twentieth centuries are studied and performed, with emphasis on works by German, French, and American composers. Studies include analysis of style and idea in music and poetry, and the art of programming the song recital. Prerequisite: permission of instructor.

MUSC 4160 Operatic Literature (3)
This course studies important works from four hundred years of operatic history, including Monteverdi through Glass. The history of operatic style is included as are the development of recitative, aria, ensembles, and other aspects of operatic form. Prerequisites: MUSC 2040 and MUSC 2040 or permission of instructor.

MUSC 4170 Piano Literature I (3)
A survey of the standard keyboard literature for piano. Style analysis, performance-practice problems, and editions are emphasized. The course is designed primarily for junior- or senior-level piano majors, but may be taken for graduate credit.

MUSC 4180 Piano Literature II (3)
Continues MUSC 4170. Prerequisite: MUSC 4170 or permission of instructor.

MUSC 4190 Orchestral Literature (3)
Examines the development of orchestral literature from the eighteenth century to the present. Study topics include sonata form, instrumentation, the concerto, the toke poem, and so forth. Major works from Haydn, Mozart, Beethoven, the German Romantic composers, and twentieth century composers such as Bartók, Hindemith, Schoenberg, Schwanter, Shostakovich, and Stravinsky will be covered. Prerequisite: MUSC 2040 or graduate standing.

MUSC 4250 Voice Pedagogy (3)
Studies the human voice and its registers, classification of voices, methods of practicing, analysis, style, and selection of literature. Prerequisite: junior or senior voice student or permission of the instructor.

MUSC 4260 Piano Pedagogy I (2)
Examines teaching materials from beginning through intermediate levels. Students gain supervised teaching experience. Prerequisite: permission of instructor.

MUSC 4270 Piano Pedagogy II (2)
Continues MUSC 4260. Prerequisite: MUSC 4260.

MUSC 4320 Jazz Pedagogy (2)
A survey of pedagogical techniques, conducting, and teaching materials for the development of the middle school and high school instrumental and vocal jazz program. Prerequisite: permission of instructor.

MUSC 4340 Jazz Scoring and Arranging I (3)
This course covers arranging for jazz ensembles of various sizes, from combo to jazz orchestra. Material covered includes melodic and rhythmic variation, reharmonization and voicing techniques, jazz instrumentation and orchestration, elements of form, and score and part preparation. Prerequisites: MUSC 2020 and MUSC 1380 or permission of instructor.

MUSC 4350 Jazz Scoring and Arranging II (3)
Continues MUSC 4340. Prerequisite: MUSC 4340.

MUSC 4360 - Survey of Music Business (3)
Examines aspects of contracts, auditions, copyright, publishing, license (BMI, ASCAP, SESAC), union issues, promotion-marketing, taxes, grant applications, non profit organizations and foundations, exploration of careers in the music industry: entertainment law, retail, marketing, recording industry, arts management, self employment as a free lance musician (business owner, recording studio musician, teacher, composer, conductor, and so forth. Prerequisite: BUSN 3700 or permission of instructor.

MUSC 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 instructor.

MUSC 4390 Commercial Composition (3)
This course will examine techniques of composing a variety of commercial styles, including popular songs and advertising jingles. Emphasis is on student composition projects. The course is coordinated with production courses in the School of Communications, creating opportunities for the recording of student works. Prerequisites: MUSC 3010 and MUSC 3070 or permission of instructor.

MUSC 4800 Advanced Topics (2-3)
Course content varies each semester. See current course description book for subject matter in a particular semester. Credit may be either music history, music theory, or music education. May be repeated for credit. Prerequisites: MUSC 2020 and senior standing.

MUSC 4810 Advanced Aural Skills I (2)
This course focuses on improvement of sight-singing, ear training, dictation, and harmonic progressions and improvisation at the keyboard. The class requires the use of Kodály moveable do solfége and rhythm syllables and German chromatic note names. Exercises also require conducting and analytical skills. Prerequisite: MUSC 2820 or permission of instructor.

MUSC 5000 Applied Music (2-4)
Available in piano, voice, organ, and all orchestral instruments.

MUSC 5010 Composition (1-4)
Each student in consultation with the instructor develops the content for this advanced course in composition. This course may be repeated for credit. Prerequisite: graduate standing.

MUSC 5020 Foundations and Principles of Music Education (3)
The course focuses on the history and foundations of public school music in the United States; current trends in education that affect the music education profession; principles of learning theory; and application of research to music teaching situations.
MUSC 5100 Analytical Techniques I (2)
Advanced work in formal analysis, including discussion of sectional forms (binary, ternary, rondo), canon and fugue, sonata and sonatina forms, and hybrid forms such as sonata form with fugal exposition, first-movement concerto form, sonata-rondo, etc. Review of chromatic harmony. Prerequisite: graduate standing or admission to combined degree (B.M./M.M.) program.

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

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

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

MUSC 5200 Independent Study (1-4)

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

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

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

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

MUSC 5420 Orff, Level II (3)
This course will focus on and develop: speech exercises; singing; movement; playing the instruments; improvisation in all media; orchestration in the elemental style; teaching techniques; composition of melodies; moving Bordun and I-V orchestrations; folk and historical dances; alto recorder; and peer teaching. Prerequisite: Orff, Level I at an accredited university.

MUSC 5430 Orff, Level III (3)
This course will focus on and develop: speech exercises; singing; movement; playing the instruments; improvisation in all media; orchestration in the elemental style; teaching techniques; dominant and subdominant triads in major and minor, recorder consort (SATB); further exploration and integration of all components; an overview of the Schulwerk; and a teaching practicum. Prerequisites: Orff, Levels I and II at an accredited university.

MUSC 5440 Pedagogy in the Orff Classroom (2)
Students will observe and experience effective pedagogical techniques as well as use these practices in peer teaching. As a concluding project, each student will plan, prepare, and present a lesson to a group of their peers. Prerequisite: Orff, Level I.

MUSC 5450 Arranging and Composing for the Orff Teacher (2)
Students will arrange and compose beginning settings in do, la, re, and sol pentatonics, leading into major and minor modes, including aeolian, dorian, and mixolydian. The diatonic scale and its harmonic possibilities will be dealt with later in the course. Composite rhythm and prosody will not be presented as separate entities, but will be reinforced throughout the course. Prerequisite: Orff, Level I.

MUSC 5460 Curriculum Design (3)
This course is designed to help individuals plan learning experiences. Technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation are discussed. Students develop curriculum packages that have direct application to the teaching situation.

MUSC 5480 Curriculum Development for the Orff Approach (2-3)
Students will develop a single grade curriculum relevant to the teaching situations of each student including goals, materials, and sequencing appropriate for the Orff approach. Prerequisite: Orff, Level II.

MUSC 5490 Integrating World Musics into the Curriculum (2)
The ethnic diversity of our world will be explored through songs, instruments, dances, listening, art, literature, drama, and history.

MUSC 5500 Music Education Workshops (1-6)
These seminars and courses supplement the core and elective courses in the music education area by focusing on topics of current and special interest, such as specific methods and techniques for music teaching. This course may be repeated for credit if content differs. This course may not be completed by directed study.

MUSC 5510 Kodály Musicianship I (1)
Overall musicianship and musicianship of students will be developed through this comprehensive course in sight singing, score reading, dictation, and analysis. Kodály teaching tools include use of relative solemnization, rhythm syllables, and Curwen hand signs. Prerequisite: permission of instructor.

MUSC 5520 Kodály Pedagogy I (1)
Students will acquire knowledge of the history and philosophy of the Kodály concept as well as curricular ideas for the primary grades. Curriculum development, teaching techniques, and materials for teaching general music according to Kodály concepts will be covered. Prerequisite: permission of instructor.

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

MUSC 5540 Kodály Musicianship II (1)
Kodály music educators use the movable Do system for ear training and intonation of intervals, chords, scales, and song literature. Also included in solfège training are aural, vocal, reading, and writing skills in rhythms, ostinato, form, conducting, canon, two-part singing, and sight singing. Solfège is a means to the goal of musical literacy and increased knowledge and skills. Prerequisites: MUSC 5510, MUSC 5520, MUSC 5530 Kodály Level I.
Music

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

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

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

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

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

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

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

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

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

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

MUSC 6250 Thesis/Document in Music (2-4)
This course focuses on original research in special projects in the field of music. Prerequisite: graduate standing in music and permission of the instructor.

Music Ensemble Course Descriptions

MUSC 4910 Webster University Chorale (1)
This select chamber choir is open to all students by audition. The Chorale performs a cappella and accompanied choral masterpieces from the Renaissance to the present, sometimes in cooperation with other Webster choirs. May be repeated for credit. Prerequisite: audition.

MUSC 4920 Webster University Choral Society (1)
The Choral Society is Webster University’s college/community choir and is open to singers in the University and the St. Louis area. The Choral Society performs masterpieces of the choral repertoire, from the Baroque period to the present, sometimes in cooperation with other Webster choirs. There is a fee for members who are not affiliated with Webster University. No audition is required. May be repeated for credit.

MUSC 4930 Webster University Camerata Singers (1)
This select, one-on-a-part ensemble performs choral music from the Renaissance to the present, including pop arrangements and vocal jazz. Camerata Singers does not fulfill degree requirements for participation in a major ensemble. An audition is required. May be repeated for credit. Prerequisite: audition.

MUSC 4940 Webster University Symphony Orchestra (1)
This Webster University Symphony Orchestra is comprised of advanced student musicians and professional performers. The orchestra performs five concerts each year with repertoire from chamber orchestra to full symphonic settings. An audition is required. Instrumental majors who do not qualify will be placed in other instrumental ensembles. May be repeated for credit. Prerequisite: audition.

MUSC 4950 Webster University Chamber Music Ensembles
The Department of Music offers numerous chamber ensembles, including: Guitar Ensemble, String Quartet, and String/Piano Ensemble. Enrollment in each of these ensembles is by permission of the appropriate instructor. Additional information may be gained by contacting the Department of Music Office.
MUSC 4950 Webster University New Music Ensemble (1)
This ensemble explores contemporary, acoustic, electronic, and improvisational works by Webster students and faculty as well as other composers. Membership is open by audition to singers and instrumentalists. The ensemble presents several performances each semester. May be repeated for credit. Prerequisite: audition.

MUSC 4950 Webster University Jazz Singers (1)
This is a highly select group of 16 vocalists (SATB) and instrumentalists that performs jazz standards as well as original works by Gene Puerling, Paris Rutherford, Steve Zegree, the Manhattan Transfer, and others. The ensemble presents several performances each semester. An audition is required. May be repeated for credit. Prerequisite: audition.

MUSC 4960 Webster University Jazz Ensembles (1)
The Jazz Ensembles are combos of three to eight members that offer a practical approach to jazz styles and improvisation through rehearsals. The Jazz Ensembles perform a wide range of music from Coltrane, Ellington, Liebman, Mingus, and others on weekly Monday afternoon recitals as well as public concerts each semester. An audition is required. This course may be repeated for credit. Prerequisite: audition.

MUSC 4960 Webster University Mini Big Band (1)
The Mini Big Band is a flexible instrumentation ensemble of woodwinds, brass and rhythm section that explores contemporary improvisation techniques in a larger ensemble format. The ensemble is based on concepts established by Gil Evans, Charles Mingus, and the Either-Orchestra. This course may be repeated for credit. Prerequisite: audition.

MUSC 4970 Webster University Big Band (1)
The Big Band is an 18-piece ensemble that performs literature from all style periods of jazz, with focus placed on works from after 1960. Emphasis is placed on developing skills in improvisation, stylistic awareness, reading, and ensemble interaction. The ensemble performs several concerts each semester. An audition is required. This course may be repeated for credit. Prerequisite: audition.

MUSC 4980 Webster University Wind Ensemble (1)
The Wind Ensemble is open to all woodwind, brass, and percussion students. Members of the faculty and professional performers often join student performers. The Wind Ensemble is a modular ensemble that performs literature from the Renaissance through contemporary eras, with each of the four subgroups directed by a professional artist/conductor. The ensemble consists of the Chamber Winds, the Saxophone Quartet, the Brass Ensemble, and the Percussion Ensemble. The Wind Ensemble presents four concerts annually. An audition is required. May be repeated for credit. Prerequisite: audition.

MUSC 4990 Webster University Opera Studio (1)
The Opera Studio is open by audition to all Webster voice students. The ensemble presents opera scenes and complete works from the Baroque through contemporary periods twice annually. The ensemble frequently works with renowned guest directors and conductors and receives assistance from Repertory Theatre of St. Louis and Opera Theatre of Saint Louis. Opera Studio may not be used to fulfill major ensemble requirements. May be repeated for credit. Prerequisite: audition.
Arts Management and Leadership

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

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

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

Program Curriculum

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

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

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

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

**AMLD 5040 Leadership Issues and Board Strategies (3)**
This course examines problem-solving and decision-making processes as they 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, institutional/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.
Arts Management and Leadership

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

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

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

AMLD 5220 Completion and Acceptance of Final Thesis (3)
School of Business and Technology
Graduate Program

School of Business & Technology

Dr. Benjamin Ola. Akande, dean
Departments (3): Business; Management; Mathematics and Computer Science

Mission Statement
To prepare lifelong learners for professional fulfillment in the fields of business and technology through the application of knowledge in a supportive academic environment.
Program Description
The objective of the business curriculum is to provide the student with exposure to the various facets of decision making for business. The use of theoretical knowledge and models for problem solving in business is the heart of the program, with the student acquiring some experiences in the business sciences.

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

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

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

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

Course Descriptions

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

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

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

- **BUSN 5620 Current Economic Analysis (3)**
  Implications of current economic events are examined through the applications of economic theory. Emphasis is placed on acquainting the student with methods of economic analysis in the context of current economic issues.

- **BUSN 5630 Business Law (3)**
  This course provides a basic understanding of laws that relate to business with emphasis on the law of contracts, negotiable instruments, secured transactions, business organization and structure, relationships among firms, and property. Case studies are analyzed in order to give the student an understanding of how these various laws have evolved.

- **BUSN 5680 Issues in Business (3)**
  Current and significant issues in business are examined. The course focuses on existing theories and practices as well as on new and emerging topics in the field. Course may be repeated for credit if content differs.

- **FINC 5000 Finance (3)**
  The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision making. Prerequisites: BUSN 5600 and BUSN 5760. (BUSN 5200 cannot be substituted for FINC 5000.)

- **MRKT 5000 Marketing (3)**
  Students examine the character and importance of the marketing process, its essential functions, and the institutions exercising these functions. Course content focuses on the major policies that underlie the activities of marketing institutions and the social, economic, and political implications of such policies.

Capstone Course

- **BUSN 6000 Integrated Studies in Business (3)**
  The student is expected to synthesize and integrate through case studies and analytical tools the learning experiences acquired in previous business courses and to evaluate the research and current topics relative to this major. Prerequisite: completion of all other required courses in this major.

Note:
The M.A. in business program is being phased out, effective summer 2007. Current students may complete the program. No new students may be enrolled into this program beyond the Spring 2, 2007 term. Students interested in general programs should talk to an advisor about options.
School of Business and Technology
Graduate Program

Business and Organizational Security Management

Locations
Business and organizational security management courses are offered at the following locations. All required courses in this program can be completed in traditional classroom setting or online. To learn more about the online courses and programs, visit Webster Online Programs Website at www.webster.edu/online.

Continental United States
Albuquerque Metropolitan Campus, NM
Beaufort, SC
Bolling AFB, DC
Camp Lejeune Naval Hospital, NC
Charleston AFB, SC
Crystal Lake Metropolitan Campus, McHenry County, IL
Fairchild AFB, WA
Fort Belvoir, VA
Fort Bragg, NC
Fort Jackson, SC
Fort Leavenworth, KS
Fort Leonard Wood, MO
Fort Stewart, GA
Great Lakes Naval Base, Lake County, IL
Hunter Army Airfield, GA
Irvine Metropolitan Campus, CA
Little Rock Metropolitan Campus, AR
Los Angeles AFB, CA
Luke AFB, AZ
McConnell AFB, KS
Merritt Island Metropolitan Campus, FL
New River Marine Corps Air Station, NC
Ozarks Metropolitan Campus, MO
Parris Island, SC
Pope AFB, NC
San Diego Metropolitan Campus, CA
St. Louis, MO
Old Post Office Campus
International
Leiden, The Netherlands

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

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

Program Curriculum
The 36 credit hours required for the master of arts (M.A.) or the 51 credit hours required for the master of business administration (M.B.A.) program curriculum of another School of Business and Technology majors.

SECR 5000 Security Management (Requisite Course) (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, workplace activities, terrorism, and natural disasters.

SECR 5070 Issues in Security Management (3)
This course provides the opportunity for the student to analyze special problem areas in security management such as security education and training; labor problems; bank security; campus security; hospital security; military security; and other general contemporary issues. Course may be repeated for credit if content differs.

SECR 5080 Information Systems Security (3)
Students examine the management of information security and data-processing facilities, including thefts of data, unauthorized uses of information technology, computer viruses, and methods of protecting information, with an emphasis on networked computers. The course covers information technology laws, issues of privacy, and security planning.
SECR 5090 Behavioral Issues (3)
This course focuses on historical and contemporary perspectives of human behavior. Theories of behavior in the context of threat-producing activities are discussed. Contemporary issues such as substance abuse, violence, ideologies, and similar themes are examined. SECR 5110 Government Security Management (3)

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

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

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

SECR 5140 Critical Infrastructure Protection (3)
This course is an overview and continuing analysis of the President’s Commission on Critical Infrastructure Protection (PCCIP) and the efforts to ensure the safety of these vital assets. Originally, the commission studied the critical infrastructures that constitute the life support systems of the United States, determined their vulnerabilities, and proposed strategies for protecting those infrastructures into the future. Students will critically examine the Commission’s report, critique its recommendations, and analyze how effective government is in light of past experiences and what may be required to ensure the future.

SECR 5150 Terrorism and Extremist Activity (3)
Understanding the motivation, tactics, and targeting trends of terrorist and extremist groups is mandatory if managers are to be able to evaluate potential threats and then develop appropriate countermeasures to protect the organization’s personnel and other assets. Students discuss terrorism as a form of political violence and its effects on security management. Using case studies and class discussions, students examine groups ranging from radical religious fundamentalists to environmental extremists along with other extreme special interest groups. Understanding the manifestations of terrorism will enable students to develop and to apply some of the countermeasures against it through the use of case studies and specific activities.

SECR 5160 Violence in the Workplace (3)
This course is designed for managers in any organization who have responsibility for the safety and security of personnel and clients and would be responsible for managing incidents of violence in the workplace. This course provides an in-depth review of this important security challenge and will emphasize prevention response and recovery. Students will address and become familiar with warning signs that could telegraph potential acts of violence. Also, students will analyze crisis management teams, post incident trauma, and other critical issues associated with violence in the workplace.

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

Capstone Course

SECR 6000 Integrated Studies in Security Management (3)
The student is expected to synthesize and integrate the learning experiences acquired in security management and to evaluate the research and current topics relative to this major. Techniques used to accomplish those goals may vary. Prerequisite: completion of all other required courses in this major.
School of Business and Technology
Graduate Program

Computer Science/ Distributed Systems (M.S.)

Locations
Computer science/distributed systems courses are offered at the following locations:

Continental United States
Merritt Island Metropolitan Campus, FL
Palm Bay Campus, FL
St. Louis, MO Old Post Office Campus

A graduate certificate in computer science/distributed systems is offered at the following locations:

Graduate certificates in decision support systems and Web services are offered only online. To learn more about the online courses and programs, visit Webster Online Programs Website at www.webster.edu/online.

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

A student may have a maximum of 3 credit hours of coursework from other graduate programs.

Students may not apply for dual majors because of the technical nature of the M.S. degree program.

Degree Completion
Students should consult the Academic Policies section under Academic Policies and Procedures for general information regarding degree completion.

Computer Science with an Emphasis in Distributed Systems
The M.S. in computer science with an emphasis in distributed systems is designed to teach students the principles of distributed information processing. The program emphasizes both theory and practice. Students will learn the underlying principles on which the technology is based, and will learn to use some of the current tools in the field.

Students entering this program should have an understanding of operating systems theory (COSC 2610), systems analysis (COSC 2810), algorithms (COSC 2250), and data structures (COSC 3100). They should possess good mathematical skills and be proficient in the C++ programming language (COSC 1550 and COSC 1560).

Program Curriculum
The 36 credit hours required for the M.S. degree must include the following courses for a major in computer science with an emphasis in distributed systems:

Core Courses
COSC 5000 Distributed Systems (Requisite Course)
COSC 5010 Object-Oriented Analysis and Design
COSC 5020 Object-Oriented Programming
COSC 5040 Distributed Database Design
COSC 5050 Distributed Database Applications
COSC 5060 Distributed Systems Project

Five Elective Courses chosen from the following:
COSC 5030 Agile Software Development
COSC 5060 Systems Concepts
COSC 5110 Network Architecture
COSC 5120 Data Communication
COSC 5130 Computer Security and Reliability
COSC 5140 Network Design and Management
COSC 5150 Distributed Application Development

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

Program Learning Outcomes for Computer Science with an Emphasis in Distributed Systems
- Students will demonstrate critical thinking skills.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will demonstrate an understanding of the concepts and principles of distributed systems.
- Students will be able to analyze, design and implement a distributed system application using techniques and models from the computer science program.
- Students will be able to make a formal presentation of a distributed systems project including demonstrating the working application.

Graduate Certificate in Computer Science/ Distributed Systems
This certificate is designed to provide students with the tools and knowledge to work in a distributed processing environment. The certificate may be earned as part of the M.S. in computer science/distributed systems or as a stand-alone graduate certificate.

The student seeking the graduate certificate in computer science/distributed systems should hold a baccalaureate degree in computer science from an institution accredited by one of the regional accrediting agencies. Students entering this program should have an understanding of operating systems theory (COSC 2610), systems analysis (COSC 2810), algorithms (COSC 2250), and data structures (COSC 3100). They should possess good mathematical skills and be proficient in the C++ programming language (COSC 1550 and COSC 1560).

The 18 credit hours required for the graduate certificate in computer science/distributed systems must include the following courses:
COSC 5000 Distributed Systems (Requisite Course)
COSC 5010 Object-Oriented Analysis and Design
COSC 5020 Object-Oriented Programming
COSC 5040 Distributed Database Design
COSC 5050 Distributed Database Applications
School of Business and Technology

Computer Science/ Distributed Systems (M.S.)

One Elective (the student will choose from the following courses):
COSC 5030 Agile Software Development
COSC 5060 Systems Concepts
COSC 5110 Network Architecture
COSC 5120 Data Communication
COSC 5130 Computer Security and Reliability
COSC 5140 Network Design and Management
COSC 5150 Distributed Application Development

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

Program Learning Outcomes for Graduate Certificate in Computer Science/Distributed Systems

- Students will demonstrate critical thinking skills.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will demonstrate an understanding of the concepts and principles of distributed systems.
- Students will be able to analyze and design a distributed system application using techniques and models from the computer science program.
- Students will be able to document a distributed system application including both user documentation and technical documentation.

Course Descriptions

COSC 5000 Distributed Systems (Requisite Course) (3)
Students will examine the fundamentals of computer information systems in a distributed environment, including network concepts, operating systems concepts, network operating systems, transaction management, and time coordination. Emphasis will be placed on the elements necessary for distributed information systems.

COSC 5010 Object-Oriented Analysis and Design (3)
Students will learn the principles of object-oriented analysis and design: classes, polymorphism, encapsulation, and inheritance. The emphasis is on development principles for medium, large, and distributed systems. Students will develop a logical design project. Prerequisite: programming proficiency in C++.

COSC 5020 Object-Oriented Programming (3)
Students will apply the principles of object-oriented programming in the implementation of a major information system project using C++. Students will implement the object-oriented design from COSC 5010. Prerequisite: COSC 5010.

COSC 5030 Agile Software Development (3)
Students will explore the important principles of software development: delivering value to the customer, focusing on individual developers and their skills, collaboration, an emphasis on producing working software, the critical contribution of technical excellence, and a willingness to change course when demands shift. Several key software development methods are investigated and one methodology is actively examined using a course development project. Prerequisite: COSC 5020.

COSC 5040 Distributed Database Design (3)
Students will study the principles of homogeneous database technology and the principles of distributed database systems. The emphasis will be on the integration of heterogeneous database management systems into a coherent system. Students will develop a logical design for a distributed database. Prerequisite: COSC 5000.

COSC 5050 Distributed Database Applications (3)
Students will implement the distributed database developed in COSC 5040. Emphasis will be on good design techniques and proper documentation. Students will implement a database project in this course. Prerequisite: COSC 5040.

COSC 5060 Systems Concepts (3)
Students will study the mathematical basis of connected systems. Topics will include queues, graphs, matrices, and finite state machines. Prerequisite: COSC 5000 and college algebra.

COSC 5110 Network Architecture (3)
Students will study the fundamental concepts of computer networks. Topics will include network topologies, protocols, and network operating systems. The OSI model will be used to evaluate and compare systems. Prerequisite: COSC 5000.

COSC 5120 Data Communication (3)
Students will study the internetworking standards and common carrier services. Emphasis will be placed on the analysis and design of systems using current communication technologies. Prerequisite: COSC 5110.

COSC 5130 Computer Security and Reliability (3)
Students will study hardware and software reliability and security using currently available technology. Emphasis will be placed on security analysis of the system, physical threats to systems, virus protection, system recovery, and encryption. Prerequisite: COSC 5110.

COSC 5140 Network Design and Management (3)
Students will study the design of a distributed system. The emphasis will be on systems with multiple topologies and protocols. Prerequisite: COSC 5110.

COSC 5150 Distributed Application Development (3)
Students will be introduced to the creation of Web-based applications. This course will also cover the components of Web design and incorporate various languages to enhance Web documents. Prerequisite: COSC 5050.

Capstone Course

COSC 6000 Distributed Systems Project (3)
Students will design and implement a major system distributed information system that integrates the learning experiences gained in the previous courses. Prerequisite: completion of 30 credit hours of the required elective COSC courses in this program.

Graduate Certificate in Decision Support Systems

This certificate will provide information technology professionals and managers with the skills needed to develop and analyze decision support systems in large-scale data warehouses. Students will have hands-on experience in the design and management of data warehouses. Students will learn about data modeling, data management, data mining, OLAP (online analytical processing), and business intelligence. Students will also study successful data warehouse installations.

Students seeking the graduate certificate in decision support systems should hold a baccalaureate degree from an institution accredited by one of the regional accrediting agencies. Students entering this program should have a basic understanding of computer systems and possess good mathematical skills. The 18 credit hours required for the graduate certificate in decision support systems include the following courses:

CSIS 5300 Database Systems
CSIS 5310 Introduction to Decision Support Systems
CSIS 5400 Data Warehousing
CSIS 5410 Introduction to Data Mining
CSIS 5420 Data Mining
CSIS 5600 Decision Support Systems
Mathematical and analytical skills. Also, as for all internet courses, the student must be disciplined and self-motivated. Prerequisites: Basic knowledge of computer and information technology and completion of CSIS 5410 - Introduction to Data Mining.

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. Prerequisites: Basic knowledge of computer and information technology and completion of CSIS 5410 - Introduction to Data Mining.

CSIS 5600: Decision Support Systems (3)
This course will require you to demonstrate your ability to create Enterprise Resource Planning (ERP) and decision support solutions for specific business requirements in an evolving scenario. Each week you will develop a project proposal utilizing the skills learned in this certificate program that meets a specified business need or initiative. Prerequisites: Basic knowledge of computer and information technology and completion of CSIS 5420 - Data Mining.

M.B.A. with an Emphasis in Decision Support Systems
The M.B.A. with an emphasis in decision support systems requires a minimum of 48 credit hours consisting of the following courses:

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

M.B.A. Common Core Courses (27 credit hours):
BUSN 5760 Applied Business Statistics
MRKT 5000 Marketing
MNGT 5590 Organizational Behavior
FINC 5000 Finance
FINC 5580 Advanced Corporate Finance
BUSN 6070 Management Accounting
BUSN 6110 Operations and Project Management
BUSN 6120 Managerial Economics
BUSN 6200 Strategy and Competition

M.B.A. Elective Courses to be used as follows (9 credit hours):
CSIS 5300 Database Systems (DSS Certificate Curriculum)
CSIS 5310 Introduction to Decision Support Systems (DSS Certificate Curriculum)
CSIS 5400 Data Warehousing

Completion of the DSS Certificate Curriculum (9 credit hours):
CSIS 5410 Introduction to Data Mining
CSIS 5420 Data Mining
CSIS 5600 Decision Support Systems
Course Descriptions

CSIS 5300: Database Systems (3)
This course will provide a foundation for understanding database technology by examining the way databases are used, designed and managed. The course will introduce fundamental concepts related to databases with an emphasis on the relational model. The course will cover the principles of designing databases and provide students with introductory experience in developing and using database applications. Management of databases in the workplace and the responsibilities of database administrators will be covered. This course requires a software package, Microsoft Access, for use as the database management system (DBMS) in hands-on activities. Prerequisites: Basic knowledge of computer and information technology. BUSN 6080 Business Information Systems or equivalent would provide sufficient background.

CSIS 5310 : Introduction to Decision Support Systems (3)
In this course will teach fundamental concepts of as well as decision support systems. The course will study information systems terminologies, decision-making process, data management, access, and visualizations, constructing a Decision Support Systems. The course will briefly discuss Executive Information Systems and networks role in a Decision Support System. Prerequisites: There are no formal prerequisites to CSIS 5310. However, it is assumed the student has adequate reading, mathematical, and analytical skills. Also, as for all internet courses, the student must be disciplined and self-motivated.

CSIS 5400: Data Warehousing (3)
Data warehouses were once unique technological advantages for the corporations that had them. Now they are a relatively common corporate decision support tool used by many organizations to better understand their business. This course will provide a foundation to understand data warehouse technology by examining the way they are designed, managed, and used. The course will explore the fundamental concepts related to data warehouses. Some of the topics of interest that are covered in this course are the business justification of a data warehouse, management of a data warehouse project, the design, construction, and operation of a data warehouse, issues of data quality and performance, and using the data warehouse. Prerequisites: Basic knowledge of computer and information technology and completion of CSIS 5310 - Introduction to Decision Support Systems.

CSIS 5410: Intro 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 - Data Warehousing.

CSIS 5420: Data Mining (3)
Data mining is the process of finding useful patterns in data. The objective of data mining is to use discovered patterns to help explain current behavior or to predict future outcomes.

This course will explore some data mining methods with a primary focus on model building and testing, as well as on interpreting and validating results. Model building is both an art and a science that is best understood from the perspective of learning by doing and this course will supplement the text with exercises with a data mining tool that will enable the student to experimentally build and test data mining models. Prerequisites: Basic knowledge of computer and information technology and completion of CSIS 5410 - Introduction to Data Mining.

CSIS 5600: Decision Support Systems (3)
This course will require you to demonstrate your ability to create Enterprise Resource Planning (ERP) and decision support solutions for specific business requirements in an evolving scenario. Each week you will develop a project proposal utilizing the skills learned in this certificate program that meets a specified business need or initiative. Prerequisites: Basic knowledge of computer and information technology and completion of CSIS 5420 - Data Mining.

Graduate Certificate in Web Services
This certificate program will provide information systems professionals and managers with the skills needed to understand, develop, analyze, and implement Web services within their company. Courses will explore how companies can use Web services to improve productivity and enhance their business; present case studies that describe how specific companies are employing Web services to integrate and improve communication within the company, with clients, and with company partners; delve into technical topics, including explanations of core Web services technologies and standards; explore various technologies for locating Web services on a network; identify tools and products that best fit Web service requirements; provide a detailed analysis of Web service security issues; and explore working examples of Web services and Web service clients built using the standards and tools discussed in the certificate program. Students seeking the graduate certificate in Web services should hold a baccalaureate degree from an institution accredited by one of the regional accrediting agencies.

The certificate program will be a six-course program of study from the following courses:

COAP 5000 Introduction to Web Services
COAP 5010 Web Development Technologies (XHTML)
COAP 5020 Principles of Data Exchange (Basics of XML)
COAP 5030 Web Services Protocols (UDDI, SOAP, WSDL)
COAP 5040 Databases in Web Services (.NET, Java)
COAP 5050 Web Services Security

Program Learning Outcomes for Graduate Certificate in Web Services

- Students will demonstrate critical thinking skills.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will be able to explain the concepts and features necessary for successful Web Services development and deployment.
- Students will evaluate Web Services tools, platforms, vendors, and strategies.
- Students will design and build Web Services.
- Students will be able to document a Web Service application including both user and technical documentation.
School of Business and Technology
Graduate Program

Computer Science/Distributed Systems (M.S.)

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

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

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

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

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

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

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

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

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

COAP 5030 Web Services Protocols (3)
This course examines the key standards that form the foundation for Web services, XML, WSDL, SOAP, UDDI. The course introduces the main ideas and concepts behind core and extended Web service technologies, and summarizes the major architectural approaches to Web services, .NET and J2EE. Prerequisite: COAP 5020.

COAP 5040 Databases in Web Services (3)
This course is designed to provide examples of database use in a variety of Web services. The student will have the opportunity to use a variety of tools to create Web Services, including one or more of the following toolkits: ASP.NET, Visual Studio.NET, the J2EE platform, IBM Toolkit, JDeveloper. Students will have the opportunity to work with various database platforms as they create a series of professional projects. Prerequisite: COAP 5020.

COAP 5050 Web Services Security (3)
This course explains how to implement secure Web services and includes coverage of trust, confidentiality, cryptography, authentication, authorization, and Kerberos. Details on Security Assertion Markup Language (SAML), XML Key Management Specification (XKMS), XML Encryption, Hypertext Transfer Protocol-Reliability (HTTP-R) are also discussed. Prerequisites: COAP 5000 and COAP 5010.
Program Description
The master of science (M.S.) in finance is designed to provide a quantitative and comprehensive examination of the finance field. Students will advance through corporate finance, investments, and market instruments and institutions. Additionally, students will experience significant exposure to supporting coursework in the closely related fields of accounting and economics. A capstone experience will tie together the major finance topics and expose students to literature, and the analysis thereof, pertinent to the field. After a comprehensive examination of the field, students may choose their electives to satisfy their specific career goals. Students desiring to take advanced certification, such as the CFA (Chartered Financial Analyst) or CFP (Certified Financial Planner), will want to take advanced courses in Investments and Portfolio Management, while students interested in pursuing careers in other fields may want to take Entrepreneurial Finance, Capital Budgeting, International Finance, or similar advanced topics offered by the School of Business.

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

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

- BUSN 6050 Macroeconomic Analysis
- BUSN 6070 Management Accounting
- FINC 5000 Finance
- FINC 5200 Financial Strategies
- FINC 5210 Investments
- FINC 5830 Institutions and Financial Markets
- FINC 5870 Derivatives
- FINC 5880 Advanced Corporate Finance
- FINC 5890 Financial Statement Analysis
- FINC 6290 Financial Strategies
- Prerequisites: BUSN 5600 Accounting Theory and Practice
- BUSN 5620 Current Economic Analysis
- BUSN 5760 Applied Business Statistics

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

Course Descriptions

BUSN 6050 Macroeconomic Analysis (3)
The course provides the consumer of macroeconomic news a conceptual foundation in macroeconomic theory. The goal is to prepare the manager/analyst to consume macroeconomic news and analysis and to draw independent conclusions. Prerequisite: BUSN 5620.

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

FINC 5000 Finance (Requisite Course) (3)
The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision making. Prerequisites: BUSN 5600 and BUSN 5760. (BUSN 5200 cannot be substituted for FINC 5000.)

FINC 5210 Investments (3)
Principles and methods of investing in securities of business and government. This course is a study of practical management of portfolios containing both fixed-income and equity investments. The course will examine the issues in and the procedures for security analysis and portfolio management. The emphasis is on the application of analytical techniques and portfolio management theories for individual investors. Prerequisite: FINC 5000.

Locations
Finance courses are offered at the following locations:

Continental United States
- Jacksonville Metropolitan Campus, FL
- Kansas City Metropolitan Campus, MO
- Little Rock Metropolitan Campus, AR
- North Orlando Metropolitan Campus, FL
- San Diego Metropolitan Campus, CA
- South Orlando Metropolitan Campus, FL
- St. Louis, MO
- Home Campus
- Westport Campus
- WingHaven Campus
- Tampa Bay/St. Petersburg Campus, FL

International
- London, United Kingdom
- Vienna, Austria
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 analysis, forecasting, and asset investment. Prerequisite: FINC 5000.

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

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

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

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

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

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

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

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

Capstone Course

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

Program Description
The objective of this curriculum is to provide directors and potential directors of nursing school institutions who are already qualified, trained, and experienced, with advanced training in health care management. This major is available only in Geneva, Switzerland, and the courses are taught in French.

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

Program Curriculum
The 36 credit hours required for the master of arts (M.A.) must include the following courses for a major emphasis in health care management:

HEAL 5000 Advanced Theories and Concepts in Health Care (Requisite Course)
HEAL 5200 Professional Values and Ethics in Health Care
HEAL 5210 Program Development in Health Care
HEAL 5220 Politics and Economics of Health Care
HLTH 5140 The Law and Health Services
HRMG 5000 Managing Human Resources
BUSN 5200 Basic Finance for Managers
HEAL 6000 Integrated Studies in Health Care

Course Descriptions
HEAL 5000 Advanced Theories and Concepts in Health Care (Requisite Course) (3)
This course promotes an understanding of the usefulness of models and theories in nursing and health care and of the advantages and difficulties linked to the teaching and applications of conceptual framework in these fields. Instruments necessary for the implementation and evaluation of a conceptual framework useful in nursing and health care are developed. Prerequisites: admission to the health care management degree program and MNGT 5000.

HEAL 5120 Issues in Health Care Management (3)
The student examines current and significant issues in the health care field. Special emphasis is given to new and emerging theories, technique patterns of organization, and health care delivery systems. Students synthesize and integrate learning from the entire program. The course develops understanding and analysis of factors that determine changes in teaching systems in health professions. Concrete applications (group and individual assignments) are related to training situations experienced by students in their professional lives. Course may be repeated for credit if content differs.

HEAL 5200 Professional Values and Ethics in Health Care (3)
This course focuses on values and professional ethics in human rights issues. Students explore the theories of ethics and the components of those theories. The exploration enables the student to determine a step-by-step model of decision making when confronted with ethical problems.

HEAL 5210 Program Development in Health Care (3)
This course involves step-by-step methods of program development in health care. It includes a study of conceptual frameworks: philosophical basis, the student, the setting, the knowledge component, learning strategies, and evaluation.

HEAL 5220 Politics and Economics of Health Care (3)
This course involves a study of the three major pillars of health care politics and economics: cost, professional practices, and innovations. Prerequisite: MNGT 5000.

HEAL 5280 Quality Assurance 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 Politics and Economics of Health Care (3)
This course focuses on health care evaluation (especially nursing care evaluation). It involves the study of some evaluation instruments, the use of these instruments in an institution, and the use of the evaluation results for management. Prerequisites: MNGT 5000 and MNGT 5530.

HLTH 5140 The Law and Health Services (3)
The law and legal processes that affect health services institutions are examined. The course presents an overview of legal principles concerned with torts, contracts, and liability as relevant to health institutions. Legal elements of labor relations in the health field and the legal obligations and malpractice law as applied to health professionals and administrators are discussed.

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

Location
Health care management courses are offered at the following location:
International
Geneva, Switzerland

Webster University 2007–2009
Health Care Management

**BUSN 5200 Basic Finance for Managers (3)**
Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able 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.)

**Capstone Course**

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

Program Description

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

Program Learning Outcomes

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

Program Curriculum

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

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

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

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

Course Descriptions

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

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

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

HRDV 5560 Group Development and Change (3)
Effective groups and teams are critical in modern organizations, yet there are often dysfunctional dynamics and processes within the group. This course teaches the fundamental concepts relating to group dynamics, group decision making, and interpersonal conflict. The course also introduces students to different types of group-level interventions designed to improve group performance. This course also applies this conceptual knowledge to common group problems.

HRDV 5570 Planning Organization Development Programs and Interventions (3)
This is an elective, advanced course in organization development in which students will learn to design and implement programs and interventions used in organization development. The course builds professional skills by having students learn a variety of conceptual models and intervention methods used in organization development, and then applying that knowledge by analyzing organizational problems and proposing effective OD programs. Students must complete HRDV 5630 prior to taking this course.

Locations

Human resources development courses are offered at the following locations. To learn more about the online courses and programs, visit Webster Online Programs Website at www.webster.edu/online.

Continental United States
Beaufort, SC
Beaufort Naval Hospital, SC
Brooks City-Base, TX
Charleston Metropolitan Campus, SC
Colorado Springs Metropolitan Campus, CO
Columbia Metropolitan Campus, SC
Crystal Lake Metropolitan Campus, McHenry County, IL
Denver Metropolitan Campus, CO
Fairchild AFB, WA
Fayetteville Metropolitan Campus, AR
Fort Bliss, TX
Fort Bragg, NC
Fort Irwin, CA
Fort Leonard Wood, MO
Fort Sam Houston, TX
Great Lakes Naval Base, Lake County, IL
Greenville Metropolitan Campus, SC
Hill AFB, UT
Jacksonville Metropolitan Campus, FL
NAS Jacksonville, FL
Kansas City Metropolitan Campus, MO
Kirtland AFB, NM
Lackland AFB, TX
Little Rock AFB, AR
Louisville Metropolitan Campus, KY
McConnell AFB, KS
Merritt Island Metropolitan Campus, FL
Myrtle Beach Metropolitan Campus, SC
North Orlando Metropolitan Campus, FL
Ocala Metropolitan Campus, FL
Ozarks Metropolitan Campus, FL
Patrick AFB, FL

(continued)
HRDV 5610 Training and Development (3)
Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, make training and development an increasingly important topic in human resources development. In this course, the student will learn how to 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety of different training and development activities, and 6) evaluate training and development programs.

HRDV 5620 Interpersonal and Organizational Communications (3)
Students in this course investigate the phenomenon of communication. Students learn the dynamics of the process of communication; the skills required to achieve successful communication; the importance of effective communication in work situations; methods of evaluating communication problems in the workplace; and methods for increasing productive communication in the workplace. The course affords students opportunities to explore a variety of personal and organizational methods of enhancing communication.

HRDV 5630 Organization Development and Change (3)
Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, inter-group, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes.

HRDV 5660 Issues in Human Resources Development (3)
Current and significant issues in human resources development are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

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

HRDV 5700 Career Management (3)
Career management is the process through which individuals and organizations jointly plan, guide, direct, and influence people’s careers to meet the individual’s and the organization’s future needs. This course introduces students to current ideas about how organizations and individuals are trying to manage the problems created by the new rules of the workplace through career management.

HRDV 5710 Diversity in the Workplace (3)
This course provides the student with foundational information concerning our multicultural society. Students explore the importance of learning to understand cultural similarities and differences and how this information relates to the workplace. The major subcultures are investigated in a workshop format. The second half of this course provides a specific investigation of social issues that are of current importance to the workplace.

HRDV 5750 Research and Assessment Methods in Human Resources Development (3)
This course introduces students to basic descriptive and inferential statistics, research principles, sampling designs, survey methodologies, and simple experimental and quasi-experimental designs. The course also introduces students to other assessment methods used in human resources development, such as learning assessments, performance evaluations, and program evaluation.

Capstone Course
HRDV 6000 Integrated Studies in Human Resources Development (3)
The student is expected to synthesize and integrate the learning experiences acquired in human resources development and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.
Human Resources Management

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

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

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

HRMG 5000 Managing Human Resources (Requisite Course)
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers
HRDV 5610 Training and Development
HRMG 5700 Employment Law
HRMG 5800 Staffing
HRMG 5920 Compensation
HRMG 5930 Labor-Management Relations
HRMG 6000 Integrated Studies in Human Resources Management

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

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

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

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

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

HRDV 5610 Training and Development (3)
Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, make training and development an increasingly important topic in human resources development. In this course, the student will learn how to 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety of different training and development activities, and 6) evaluate training and development programs.

HRMG 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 resource 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

Locations
Human resources management courses are offered at the following locations. To learn more about the online courses and programs, visit Webster Online Programs Website at www.webster.edu/online/.

Continental United States
Bolling AFB, DC
Brooks City-Base, TX
Camp Lejeune Naval Hospital, NC
Charleston Metropolitan Campus, SC
Colorado Springs Metropolitan Campus, CO
Columbia Metropolitan Campus, SC
Denver Metropolitan Campus, CO
Edwards Air Force Base, CA
Fayetteville Metropolitan Campus, AR
Fort Bragg, NC
Fort Irwin, CA
Fort Jackson, SC
Fort Leavenworth (CGSC), KS
Fort Leonard Wood, MO
Fort Sill, OK
Fort Smith Metropolitan Campus, AR
Fort Stewart, GA
Greenville Metropolitan Campus, SC
Hanscom AFB, MA
Hill AFB, UT
Hunter Army Airfield, GA
Irvine Metropolitan Campus, CA
Jacksonville Metropolitan Campus, FL
NAS Jacksonville, FL
Kansas City Metropolitan Campus, MO
Lakeland & Brandon Metropolitan Campus, FL
Little Rock Metropolitan Campus, AR
Louisville Metropolitan Campus, KY
Luke AFB, AZ
McConnell AFB, KS
Memphis NAVSUPPACT, TN
Merritt Island Metropolitan Campus, FL
Moody AFB, GA
North Orlando Metropolitan Campus, FL
Human Resources Management

and practices for retaining valuable human resources. Students will learn methods for assessing the causes of employee turnover and transfers, how to maximize the retention of good employees, how to design fair and effective layoff or reduction in force policies, and how to design and implement promotion, succession planning, and transfer programs in organizations. This elective course builds upon and supplements the core human resources management courses. Students must complete HRMG 5000 before taking this course. It will be helpful to have completed HRMG 5800 as well.

HRMG 5660 Issues in Human Resources Management (3)

Students examine current and significant issues in human resources management. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Topics such as cultural diversity, global competition, organizational downsizing, and self-directed work teams are covered. Course may be repeated for credit if content differs.

HRMG 5700 Employment Law (3)

This course provides an overview of legal issues affecting human resources management. It focuses on the impact of law on individuals in organizations, recognition of legal problems, and the legal impact of human resource decisions. The course content includes laws, regulations, and court decisions covering labor-management relations.

HRMG 5800 Staffing (3)

This course introduces students to the basic principles and techniques of staffing the workplace. Students will be introduced to basic and intermediate level theories and strategies utilized in staffing, planning, recruiting, and selection. Topics covered include: job analysis, recruitment, selection, and performance assessment. 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.

Capstone Course

HRMG 6000 Integrated Studies in Human Resources Management (3)

The student is expected to synthesize and integrate the learning experiences acquired in human resources management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of other required courses in this major.
Information Technology Management

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

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

Program Curriculum
The 36 credit hours required for the master of arts (M.A.) or the 48 credit hours required for the master of business administration (M.B.A.) with an emphasis in information technology management must include the following courses:

**ITM 5000 Information Technology Management:**
Overview (Requisite Course)
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers
ITM 5100 Information and Communications Systems and Networks
ITM 5200 Project Management of Information Technology
ITM 5300 Procurement and Contract Management for Information Technology
ITM 5400 Systems Analysis, Design, and Implementation
ITM 5600 Information and Communications Security
ITM 6000 Final Project in Information Technology Management

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

Course Descriptions
**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.

Locations
Information technology management is offered at the following locations:
- Continental United States
  - Beaufort, SC
  - Bolling AFB, DC
  - Charleston Metropolitan Campus, SC
  - Colorado Springs Metropolitan Campus, CO
  - Columbia Metropolitan Campus, SC
  - Crystal Lake Metropolitan Campus, McHenry County, IL
  - Fayetteville Metropolitan Campus, AR
  - Fort Bliss, TX
  - Fort Bragg, NC
  - Fort Irwin, CA
  - Fort Jackson, SC
  - Fort Leavenworth (CGSC), KS
  - Fort Leonard Wood, MO
  - Fort Sam Houston, TX
  - Fort Sill, OK
  - Fort Smith Metropolitan Campus, AR
  - Fort Stewart, GA
  - Hanscom AFB, MA
  - Hill AFB, UT
  - Hunter Army Airfield, GA
  - Irvine Metropolitan Campus, CA
  - Jacksonville Metropolitan Campus, FL
  - NAS Jacksonville, FL
  - Kansas City Metropolitan Campus, MO
  - Kirtland AFB, NM
  - Lackland AFB, TX
  - Little Rock AFB, AR
  - Los Angeles AFB, CA
  - Louisville Metropolitan Campus, KY
  - McConnell AFB, KS
  - Memphis NAVSUPPACT, TN
  - Merritt Island Metropolitan Campus, FL
  - Myrtle Beach Metropolitan Campus, SC
  - North Orlando Metropolitan Campus, FL
  - Palm Bay Campus, FL
  - Parris Island, SC
  - Patrick AFB, FL
  - Peterson AFB, CO
  - Pope AFB, NC

(continued)
School of Business and Technology
Graduate Program

Information Technology Management

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

International
London, United Kingdom

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

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

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

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

Program Learning Outcome
1. Graduates possess foundation knowledge in the functional areas of a global/international business.
2. Graduates can examine and understand the complexities of global/international buildings.
   a. Graduates can identify cultural aspects, and explain how culture effects the business environment in global regions.
   b. Graduates can apply administrative and managerial theories as they relate to problem solving in the global business context.
   c. Graduates can select appropriate tools for facilitation of international trade.
3. Graduates select strategies and tools for solving complex problems posed by managing global businesses, and understand the challenges thereof.

Program Curriculum
The 36 credit hours required for the master of arts (M.A.) in international business or the 48 credit hours required for the master of business administration (M.B.A.) with an emphasis in international business must include the following courses for the degree:
INTB 5000 International Business (Requisite Course) (3)
INTB 5600 International Accounting (3)
INTB 5630 International Law and Business (3)
INTB 5650 International Business Management (3)
INTB 5660 International Finance (3)
INTB 5710 Cross-Cultural Management (3)
MRKT 5980 International Marketing (3)
INTB 6000 Integrated Studies in International Business (1-3)

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

Course Descriptions
INTB 5000 International Business (Requisite Course) (3)
The student is introduced to the language and terminolgy of international business and major international political and economic policies that affect modern international businesses. Special attention is given to fundamental concepts of international finance, accounting, law, management, and marketing.

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

INTB 5600 International Accounting (3)
The student examines aspects of accounting operations within a multinational corporate environment. Key topics of analysis include foreign exchange exposure; translation of foreign-denominated financial statements; consolidated financial statements; transfer pricing; Foreign Corrupt Practices Act; and related tax and regulatory issues. Comparison of United States and foreign practices in areas such as financial standards and reporting, auditing, and performance measurements is examined. Prerequisite: BUSN 5600 or its equivalent.

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 international law and the many legal aspects of international business, including: international trade law; international investments; foreign exchange regulations; international taxation; and international financial management. Prerequisite: BUSN 5600 or its equivalent.

INTB 5650 International Business Management (3)
Course content focuses on management skills related to multinational business. Students examine the information 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.

Locations
International business courses are offered at the following locations:

Continental United States
Irvine Metropolitan Campus, CA
Little Rock Metropolitan Campus, AR
North Orlando Metropolitan Campus, FL
Rancho Palos Verdes, CA
South Orlando Metropolitan Campus, FL
St. Louis, MO
Home Campus
Westport Campus

International
Hua Hin/Cha-am, Thailand
Leiden, The Netherlands
London, United Kingdom
Vienna, Austria
# International Business

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

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

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

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

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

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

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

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

**INTB 5940 Modern Asia: Economic, Political, and Business Development (3)**
Students examine the integration of economic, political, and business decisions in the post-World War II Asian economy and the development of the current Asian economy.

**INTB 5950 Comparative Labor Movements: United States, European (3)**
Course content focuses on the major economic problems growing out of the employment relationship and the approaches that United States and European industries and unions have taken in resolving them.

**INTB 5960 Economic Development of the Third World (3)**
Students analyze modern theories of development and development policy and the relationship of these to the theories of location, trade, investment, and economic planning in Third World countries.

**INTB 5970 International Business Language and Culture (3)**
Students study the business language and culture of a country other than the United States in order to facilitate business communication in that nation. French, German, Spanish, or Japanese may be studied.

**MRKT 5980 International Marketing (3)**
Students are exposed to several aspects of international marketing. This includes the international marketing environment and the international marketing mix–product, pricing, distribution, promotion–as well as emerging issues in international trade such as trading blocs, trade barriers, and standardization/adaptation. Prerequisite: MRKT 5000 or permission of the instructor.

## Capstone Course

**INTB 6000 Integrated Studies in International Business (3)**
The student applies the principles learned from prior international business courses to selected case studies and research, with practical solutions to typical international business problems. Prerequisite: completion of all other required courses in this major.
Program Description
This curriculum is designed for individuals who are seeking a graduate degree with a broad general management and leadership perspective.

Program Learning Outcomes
1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in management and leadership.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories used in management and leadership when analyzing complex managerial situations.
3. Graduates will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories used in management and leadership when developing solutions to multifaceted problems in complex managerial situations.

Program Curriculum
The 36 credit hours required for the master of arts (M.A.) or the 48 credit hours required for the master of business administration (M.B.A.) must include the following courses for a major emphasis in management and leadership:

- MNGT 5000 Management (Requisite Course)
- MNGT 5590 Organizational Behavior
- HRMG 5000 Managing Human Resources
- BUSN 5200 Basic Finance for Managers
- MNGT 5650 Management and Strategy
- MNGT 5670 Managerial Leadership
- HRDV 5630 Organization Development and Change
- MNGT 6000 Integrated Studies in Management

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

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

Course Descriptions

MNGT 5000 Management (Requisite Course)
In this course, the student is introduced to the basic concepts of management and organizations. Primary emphasis is given to three primary functions: planning, organizing, and controlling. Additional topics include: organization theory, the global environment, ethics, and decision making.

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

MNGT 5300 American Business and Management (3)
(For students who have satisfactorily completed English as a Second Language)
The international student is introduced to the language and terminology of business and management in the United States. Students examine the fundamental concepts and practices of American business and management and the social, economic, and political implications in the application of these concepts.

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

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

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

MNGT 5650 Management and Strategy (3)
Strategic management refers to long-term managerial decisions and actions that shape the organization’s pursuit of competitive advantage. This course introduces the concepts and processes underlying environmental scanning, and strategy formulation, implementation and control. Students then apply this knowledge in case analysis. The course also addresses the roles of leadership and coordination in successful strategizing. Recommended: Completion of 12 hours of master’s level coursework.
Management and Leadership

Locations (continued)
Marine Corps Air Station, New River, NC
North Orlando Metropolitan Campus, FL
Ocala Metropolitan Campus, FL
Ozarks Metropolitan Campus, MO
Palm Bay Campus, FL
Parris Island, SC
Patrick AFB, FL
Peterson AFB, CO
Pope AFB, NC
Salt Lake City Metropolitan Campus, UT
San Diego Metropolitan Campus, CA
Sarasota/Manatee Metropolitan Campus, FL
Scott AFB, IL
South Orlando Metropolitan Campus, FL
St. Louis, MO Home Campus
Old Post Office Campus
Westport Campus
WingHaven Campus
Tampa Bay/St. Petersburg Campus, FL
Tinker AFB, OK
Whiteman AFB, MO
International
Leiden, The Netherlands
London, United Kingdom

MNGT 5670 Managerial Leadership (3)
Organizational leadership is the process of influencing other people to achieve organizational goals. This leadership course reviews and builds upon the basic knowledge of leadership provided in an introduction to organizational behavior course by expanding the scope and depth of the student's knowledge of leadership theories, by providing practice in basic leadership skills, and by developing the student's self-knowledge of his or her preferred leadership styles.

HRDV 5630 Organization Development and Change (3)
Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, inter-group, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes.

MNGT 5870 Issues in Management (3)
Current and significant issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. Course may be repeated for credit if content differs.

MNGT 5910 Ethical and Legal Issues in Management (3)
Students examine current topics in the areas of law, regulatory controls, and ethical issues. Discussions focus on the implications of these legal situations in management.

MNGT 5950 The Woman Manager (3)
Students examine the role of women in modern industrial society. Emphasis is placed on the particular difficulty women experience in assuming managerial roles in a predominantly male enterprise. Course content focuses on the managerial tools women managers may use to control their organizations.

MNGT 5960 Corporate Budgeting and Control (3)
The student examines the methods by which modern American business looks at the future and marshals its financial resources to cope with change. Course content focuses on the development of forecasting techniques, planning strategies, and the creative use of budgeting.

MNGT 5990 Corporate Responsibility and Society (3)
Students examine how and why public demands on private business have expanded and altered during the twentieth century and how business has moved to anticipate and adapt to these emerging demands. The concept of corporate responsibility leads to a host of complex management problems that are assessed in light of the new role of business in contemporary society.

Capstone Course
MNGT 6000 Integrated Studies in Management (3)
In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding acquired in the curriculum by use of case study analysis, a research project, or management plan. The emphasis is on the student's development of written analytic material that can be utilized for program assessment as well as individual student assessment. Prerequisite: completion of all other required courses in this major.

Certificate Program: Nonprofit Management
18 required credit hours
Available in St. Louis

Description
The Certificate in Nonprofit Management delivers a series of business-focused nonprofit courses for graduate students with business or non-business undergraduate majors. Courses focus on developing real-world non-profit management skills. Students will learn to address both the organization's mission and the business of becoming self-sustaining. Students demonstrate these skills by developing and presenting a comprehensive program plan for a viable nonprofit venture to a review panel made up of nonprofit executives in the capstone course. Students completing the program will be awarded a Certificate in Nonprofit Management from the School of Business and Technology.

The program is comprised of six 3-credit hour courses. A common thread running through all courses provides each student with the opportunity to focus all course projects on their individual nonprofit business concept. Students must take a total of six courses from the list of courses given below.

Requirements
Nonprofit Management Core and Capstone
– (Required for all students)
• MNGT 5010 Nonprofit Organizations – Context, Legal Structure, Organization, and Practice
• HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits
• MRKT 5010 Marketing for Nonprofits
• BUSN 5210 Financial Management for Nonprofits
• MNGT 5210 Nonprofit Revenue Development
• MNGT 6010 Planning and Program Evaluation – A process in Nonprofit Organizations (Capstone)
Management and Leadership

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

**BUSN 5210 Financial Management for Nonprofits**
This course will prepare students to understand and participate in the financial management of nonprofit organizations. The course will provide an overview and specifics of nonprofit financial management, including budgeting, resource allocation, accounting, financial reporting (internal, board, and governmental), and working with CPAs.

*Prerequisite: None*

**MNGT 5010 Nonprofit Organizations – Context, Legal Structure, Organization, Design, and Practice**
This course provides an overview of the management functions relevant to nonprofit organizations, including legal structure, organizational design and behavior, communications, ethics, managing information systems, assembling and managing boards, as well as program design and implementation. The focus of the course is integration of theory and real-world application in nonprofit organizations.

*Prerequisite: None*

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

*Prerequisite: None*

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

*Prerequisite: Completion of all prior Nonprofit course work, or approval of instructor.*

**MRKT 5010 Marketing for Nonprofits**
This course will provide a comprehensive survey of the fundamentals and issues of marketing in the nonprofit sector. Topics will range from public relations practices, branding of products and services, marketing to potential funders, and other marketing issues relating to nonprofit organizations. The focus of the course is on the managerial process necessary to enhance the visibility of the nonprofit organization.

*Prerequisite: None*

**HRMG 5010 Staffing, Volunteers, and Boards in Nonprofits**
This course is about managing and developing the varied human resources internal to nonprofit organizations. These resources include staff, volunteers, board members, and trustees. The course will focus on the selection, development, management, and relationships of these vital human resources in nonprofit organizations.

*Prerequisite: None*
School of Business and Technology
Graduate Program

Marketing

Locations
Marketing courses are offered at the following locations:
Continental United States
- Kansas City Metropolitan Campus, MO
- Little Rock Metropolitan Campus, AR
- North Orlando Metropolitan Campus, FL
- South Orlando Metropolitan Campus, FL
- St. Louis, MO
- Home Campus
- Westport Campus
International
- London, United Kingdom
- Vienna, Austria

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

Program Learning Outcomes
1. Graduates will be able to develop a complete marketing research document which involves gathering the information, analyzing the information, analyzing the data collected, and forecasting the critical information which is in support of the marketing plan.
2. Graduates will be able to demonstrate the ability to identify and select markets for specific products to be targeted.
3. Graduates will be able to demonstrate and quantitatively understand the nature of the marketing mix, and the judgment required for allocating scarce resources across the marketing mix.
4. Graduates will be able to demonstrate the ability to develop a fully integrated promotion plan to support the overall marketing plan.
5. Graduates will be able to create a comprehensive marketing plan for a product or service.
6. Graduates will be able to create a channel of distribution plan which gives strategic competitive advantage to their marketing plan.
7. Graduates will be able to give professional presentations of their marketing plans.

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

MRKT 5000 Marketing (Requisite Course) (3)
MRKT 5890 Marketing Statistics (3)
MRKT 5920 Marketing Channel Management (3)
MRKT 5940 Promotional Management (3)
MRKT 5960 Marketing Management (3)
MRKT 5970 Marketing Research (3)
MRKT 5980 International Marketing (3)
MRKT 6000 Integrated Studies in Marketing (3)

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

Course Descriptions
MRKT 5000 Marketing (Requisite Course) (3)
Students examine the character and importance of the marketing process, its essential functions, and the institutions exercising these functions. Course content focuses on the major policies that underlie the activities of marketing institutions and the social, economic, and political implications of such policies.

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

MRKT 5800 Sales Management (3)
This course is designed to help the students become familiar with the theory, concepts, terminology, and problem-solving techniques used in sales and how sales are an important part of the overall promotion plan. In addition, the student will be given insight into how a successful salesperson communicates, including an analysis of consumer buying behavior. Prerequisite: MRKT 5000.

MRKT 5890 Marketing Statistics (3)
The student examines the application of statistical analysis to marketing decisions. Descriptive statistics, probability theory, sampling theory, statistical inference, and techniques of statistical analysis are included, especially as they apply to real-life marketing decisions in business. M.B.A. students should take MRKT 5890. Students who have completed BUSN 5760 may not enroll in MRKT 5890. M.B.A. students who are taking an emphasis in marketing and who take BUSN 5760 can substitute that course for MRKT 5890. Prerequisite: MRKT 5000.

MRKT 5900 Marketing in Electronic Commerce (3)
This course will focus on the strategy involved to market products and services in the age of electronic commerce. Specific emphasis will be placed upon understanding the paradigm shift that the Internet has created in business and marketing’s role in that shift. Both consumer and business-to-business applications will be discussed. Methodology will use the Internet, weekly periodicals, and other media appropriate to the topic. How technology is affecting the marketing mix and how to use marketing principles and concepts in this environment are the prime questions to be answered.

MRKT 5910 Pricing Strategies (3)
Students study pricing theory in-depth as it applies to marketing strategy decisions. This course includes study of the impact of pricing decisions on income statement performance, gross margins, contribution margin results, and price changes on profitability. Prerequisite: MRKT 5000.
MRKT 5920 Marketing Channel Management (3)
The student studies distribution processes and institutional structures as subsystems of marketing strategy. Focus is on channel structure, product assortment considerations, promotional activities, pricing strategies, and physical logistics necessary to achieve channel objectives. Governmental, economic, and competitive aspects affecting channel management are included. Prerequisite: MRKT 5000.

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

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

MRKT 5960 Marketing Management (3)
The student examines the life cycle management of a product from inception to the point where it is no longer offered. Specific topics covered in the course include the product development cycle, product assortment decisions, branding, pricing, and others that make up the marketing mix and that are dynamic throughout the product life cycle. Specific emphasis is placed on identifying marketing problems, investigating alternative solutions, and rendering appropriate strategies and decisions. Techniques associated with situational analysis of problems are stressed. Prerequisites: MRKT 5000, MRKT 5920, MRKT 5940, and MRKT 5970.

MRKT 5970 Marketing Research (3)
Students examine the application of research in gathering and analyzing information to forecast and control marketing activities. Problem formulation, procedures of research techniques, and application of tools and models to improve marketing decisions are covered in depth. Attention is given to techniques and criteria for identifying and selecting markets, and the usefulness of marketing research information to marketing managers is evaluated. The course is presented from the viewpoint of a consumer of marketing research rather than a practitioner of marketing research. Prerequisites: MRKT 5000 and either BUSN 5760 or MRKT 5890.

MRKT 5980 International Marketing (3)
Students are exposed to several aspects of international marketing. This includes the international marketing environment and the international marketing mix—product, pricing, distribution, promotion—as well as emerging issues in international trade such as trading blocs, trade barriers, and standardization/adaptation. Prerequisite: MRKT 5000 or permission of the instructor.

MRKT 5990 Strategic Market Planning (3)
This course is designed to develop the student’s ability to effectively assemble an entire strategic and tactical market plan. The student prepares strategic and tactical market plans for a consumer product, an industrial product, and a specific service. The entire concept of marketing is employed in this course, relating to the three basic areas of marketing applications: consumer goods, industrial goods, and services. The specific differences between strategic and tactical planning are covered in depth. This course stresses market planning rather than problem solving. Prerequisites: MRKT 5000, MRKT 5920, MRKT 5940, MRKT 5960, MRKT 5970, and MRKT 5980.

Capstone Course

MRKT 6000 Integrated Studies in Marketing (3)
The student is expected to synthesize and integrate the learning experiences acquired in marketing and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.
Program Description
The curriculum is designed to provide a broad theoretical and applied background in the managerial disciplines required to manage effectively the development, procurement, contracting, and channeling of material, services, and major systems.

Program Learning Outcomes
1. Graduates will explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of procurement and acquisitions management.
2. Graduates will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of procurement and acquisitions management when analyzing complex factual situations.
3. Graduates 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 (M.A.) or the 48 credit hours required for the master of business administration (M.B.A.) must include the following courses for a major/emphasis in procurement and acquisitions management:

PROC 5000 Procurement and Acquisitions Management (Requisite Course)
PROC 5810 Acquisitions Law
PROC 5820 Operations Management
PROC 5830 Pricing
PROC 5840 Negotiations
PROC 5850 Logistics
PROC 6000 Integrated Studies in Procurement and Acquisitions Management

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

Graduate Certificate in Government Contracting
The graduate certificate in government contracting program is designed for contracting practitioners with several years of organizational experience working with the tools and knowledge in contracting and acquisitions management. The program emphasizes both theory and practice allowing students to learn the underlying principles and use of the current tools in the field. The curriculum requires 18 credit hours of specialized courses in contracting, acquisitions management, pricing, negotiations, and procurement law. These government contracting certificate courses are equivalent to certain Defense Acquisition University (DAU) courses and can be used to meet the educational certification requirements of the Defense Acquisition Workforce Improvement Act (DAWIA).

Specifically, the 18 credit hours required for the graduate certificate in government contracting must include the following courses:

PROC 5000 Procurement and Acquisitions Management
PROC 5830 Pricing
PROC 5840 Negotiations
PROC 5860 Government Contracting
PROC 5870 Pricing and Contract Integration
PROC 5890 Government Procurement Law
Course Descriptions

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

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

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

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

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

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

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

PROC 5840 Negotiations (3)
The course involves scope, strategies, and objectives related to negotiated acquisitions. The preparation, conduct, and documentation of the negotiation process are included.

PROC 5850 Logistics (3)
The student reviews the area of physical distribution management, including warehouse management and layout, transportation, and customer service.

PROC 5860 Government Contracting (3)
Students will examine contracting, focusing on complex, non-commercial acquisitions. Through lecture, case study, exercises, and other action teaming activities, students will be challenged to accept their roles as business advisors and to apply ethical principles and sound judgments to resolve contracting issues. Prerequisite: PROC 5000 or an equivalent introductory course in procurement and acquisitions management.

PROC 5870 Pricing and Contract Integration (3)
This course reinforces pricing skills taught in the basic Pricing and Negotiation course and further develops skills in pricing, cost analysis, and managing contract issues. Integrated Program Teams (ITPs) are established to resolve simulated case studies. Each ITP is required to demonstrate its ability to recognize, resolve, and provide advice on pricing issues. Students will appropriately use price and cost analysis in developing pre-negotiation objectives so that a fair and reasonable cost or price position can be supported. Prerequisite: PROC 5830 or an equivalent basic pricing course, and a general understanding of the government acquisitions process.

PROC 5880 Issues in Procurement and Acquisitions Management (3)
Current and significant issues in procurement and acquisitions management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

PROC 5890 Government Procurement Law (3)
The law and legal processes associated with government procurement are explored. An overview of government procurement and acquisitions management is presented, with particular attention given to the legal framework in which these activities must take place.

Capstone Course

PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3)
The student is expected to synthesize and integrate the learning experiences acquired in procurement and acquisitions management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. Prerequisite: completion of all other required courses in this major.
School of Business and Technology
Graduate Program
Space Systems Operations Management (M.S.)

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

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

Students may not apply for dual majors because of the technical nature of the M.S. degree program.

Emphasis Areas
The M.S. in space systems operations management is designed to prepare individuals for positions in the public and private sectors of the space industry. The space systems engineering and technical management emphasis enables the student to understand the environment, technology, and complexities of space operations and to apply quantitative and qualitative approaches to planning, executing, and managing programs in the global environment of the space industry. The space systems acquisitions and program management emphasis prepares individuals to handle space-related contracts and unique aspects of space systems acquisitions including software, hardware, personnel resources, budgeting, and risk mitigation.

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

Program Curriculum
The 39 credit hours required for the M.S. degree must include the following core courses for a major in space systems operations management with an emphasis in space systems engineering and technical management or with an emphasis in space systems acquisitions and program management:

Core Courses
Engineering and Technical Management
SPSM 5000 Space Environment (Requisite Course)
SPSM 5730 Space Operations Research
SPSM 5740 Space Systems Dynamics-Orbital Mechanics
SPSM 5750 Space Systems Engineering

SPSM 5770 Space Operations Management
SPSM 6000 Practical Research in Space Operations

Acquisitions and Program Management
SPSM 5000 Space Environment (Requisite Course)
SPSM 5600 Space Systems Acquisition Law
SPSM 5650 Space Systems Contracting
SPSM 5730 Space Operations Research
SPSM 5950 Space Systems Project Management
SPSM 6000 Practical Research in Space Operations

Five elective courses chosen from the following for either emphasis:
SPSM 5700 Space Commanding Systems
SPSM 5710 Space Communications Systems
SPSM 5760 Space Bio-Astronautics
SPSM 5800 GPS-Space Radio Navigation Systems
SPSM 5900 Space Commercialization
SPSM 5910 Space Systems Integration
SPSM 5930 Space Systems Law and Policy
SPSM 5940 Space Decision Support Systems
SPSM 5990 Issues in Space Operations

In addition the student chooses two elective courses (6 credit hours) from this major or from the program curricula of other School of Business and Technology majors.

Course Descriptions
SPSM 5000 Space Environment (Requisite Course) (3)
Students will examine the concepts and terminology of the space environment, including the ionosphere, the magnetosphere, radiation, human factors and limitations, solar effects, near-Earth and deep space operations, propulsion systems, satellite communications systems, spacecraft design, ground control and supporting infrastructures, manning, technical support, outsourcing, and large-scale long-term space operations. The orbital elements within the space environment and the broad range of parameters and constraints of navigation and operations in space are explored. Students are introduced to the mathematics of orbital mechanics and determination techniques, and learn how to calculate orbital parameters.

SPSM 5600 Space Systems Acquisition Law (3)
The law and legal processes associated with government procurement are explored. An overview of government procurement and acquisitions management is presented, with particular attention given to the legal framework in which these activities must take place. Students who have completed PROC 5890 may not enroll in this course.

SPSM 5650 Space Systems Contracting (3)
Students will be exposed to the activities of developing operations requirement documents (ORD), concepts of operation (CONOPS), statements of work (SOW), engineering change proposals (ECP), configuration management plans (CMPs), program operations memorandums (POM), work breakdown structures (WBS), negotiations, and award fee plans. Other documents and processes relevant to contracting activities for space systems will be included as necessary.
SPSM 5700 Space Commanding Systems (3)
This course is recommended only for space systems engineering and technical management track students due to the technical content and hands-on nature. This course provides hands-on commanding of spacecraft systems using an industry standard COTS software product. Students will be exposed to establishing commands and receiving and reading telemetry from (simulated) satellites. Prerequisite: Students should have a programming course, minimum BASIC or C++, as well as completion of SPSM 5740 Space Systems Dynamics-Orbital Mechanics, prior to taking this course.

SPSM 5710 Space Communications Systems (3)
Students examine the technical aspects of satellite communication systems, including an extensive evaluation of space and ground segments. Topics include space communications design and performance analysis, design trade-offs, antenna design and performance, link equation, attenuation, modulation, jamming and anti-jamming techniques, encoding and decoding, access, error detection and correction, frequency hopping, and other access schemes. This course presents an in-depth analysis of current and future trends in satellite communication systems development and technologies such as Direct Broadcast and Global Cellular support. (Formerly SPOP 5710)

SPSM 5730 Space Operations Research (3)
Students examine modeling techniques that assist in the decision-making process of space operations. Linear, nonlinear, integer, and dynamic programming techniques applicable to space operations are among the deterministic mathematical methods explored. (Formerly SPOP 5730)

SPSM 5740 Space Systems Dynamics-Orbital Mechanics (3)
Students examine the basic application of orbital maneuvers, ground traces, ballistic trajectories, mathematics associated with the solution of the two- or three-body problem, satellite stability and attitude control, and boot/re-entry dynamics and attitude control. The theory of basic navigation guidance and control, the dynamics of interplanetary travel, and the effects of space debris are explored. (Formerly SPOP 5740)

SPSM 5750 Space Systems Engineering (3)
Students examine a wide range of engineering issues and consider factors that affect spacecraft design. Topics include human factors engineering, logistics support, long-duration low-Earth and deep space operations, design trade-offs, risk identification, and mitigation techniques. Use of tele-robotics and interactive virtual environmental support systems, computer-based modeling and simulation tools, and other current engineering considerations are studied. (Formerly SPOP 5750)

SPSM 5760 Space Bio-Astronautics (3)
Students examine the broad range of environmental stresses on the human element for short- and long-duration space travel, including psychological and physiological effects. Pressure, temperature, G-forces, and radiation are among the specific stresses considered. The capacity for extended space operation and human survivability, considerations that affect spacecraft and spacesuit designs, are studied. Consumables such as food, water, breathable air, and fuel are addressed with respect to manned space travel. (Formerly SPOP 5760)

SPSM 5770 Space Operations Management (3)
Students examine various operations issues such as launch facilities, SV design and development, ground control infrastructure, and end user support operations. Manning, technical support, outsourcing, and other issues impacting operations management are included. The International Space Station (ISS) is used as a potential course topic for examining large-scale low-Earth operations. Long-term projects such as lunar and Mars missions are potential projects for research.

SPSM 5800 GPS-Space Radio Navigation Systems (3)
This course focuses primarily on the Global Positioning System (GPS) and gives the student hands-on experience with a space-based radio navigation system. This course examines current and future GPS applications. Students will explore basic navigation, map coordinate systems, and then integrate this knowledge with the GPS satellite navigation system.

SPSM 5900 Space Commercialization (3)
Students examine trends in commercialization of space including launch services, the NASA technology transfer program, satellite communications and paging services, cellular services, direct broadcast TV, image services, GPS, and DirectPC (data services). Examination of commercial services and the risks associated with new start-ups is included as well as legal issues with geostationary rights and World Radio Frequency allocations.

SPSM 5910 Space Systems Integration (3)
Students examine those processes that facilitate the design, development, integration, manufacture, deployment, sustainment, and disposal of space systems. The course identifies those criteria needed to reduce risks and ensure that performance integrity, compatibility, testing, and validation of functional and physical requirements are met.

SPSM 5930 Space Systems Law and Policy (3)
Students examine national legislative efforts and international treaties to establish space policies. The policy positions of the United States, the Commonwealth of Independent States, and other sovereign nations, and the efforts of these nations to implement national policies are discussed.

SPSM 5940 Space Decision Support Systems (3)
This course is designed toward the understanding and application of decision support systems and technology tools. The student will examine the various stages of DSS development and use in assisting the manager in making effective decisions relevant to space operations or planning activities. Decision-making processes appropriate for effective control, strategic planning, and management information systems, and the role that computers have in presenting complex data to decision makers are examined.

SPSM 5950 Space Systems Project Management (3)
Students examine those processes used by space system managers to plan, organize, coordinate, and direct the efforts of functional, staff, technical, and project groups in accomplishing the objectives of space system programs and projects.

SPSM 5990 Issues in Space Operations (3)
Current and significant issues in space operations are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs.

Capstone Course
SPSM 6000 Practical Research in Space Operations (3)
The student is expected to synthesize and integrate the learning experiences acquired in space operations and to evaluate current topics relevant 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.
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.

Program Curriculum
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) include the following courses:

SPSM 5300 Remote Sensing Analysis Concepts and Geospatial Information System Technology
SPSM 5310 Remote Sensing and Geospatial Information System Applications
SPSM 5320 Remote Sensing and Geospatial Imagery Analysis
SPSM 5330 Geospatial Information System (GIS) Technologies
SPSM 5340 GPS - Position Determination and Coordinate Applications
SPSM 5360 Practical Research in Remote Sensing Analysis and Geospatial Information Systems

Course Descriptions
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. (Requisite Course)

SPSM 5310 Remote Sensing and Geospatial Information System Applications (3)
Commercial and civil applications such as homeland security, emergency management, forestry, urban planning, property assessment, natural resources management, utilities, etc., from business, marketing, and management standpoints are studied. Practical application, case study, and hands-on exercises using Webster University Space Lab resources and imagery products form a significant portion of the curriculum.

SPSM 5320 Remote Sensing and Geospatial Imagery Analysis (3)
Methods for deriving economic advantage and increasing resource management effectiveness through the use of remotely sensed imagery products are studied. Basic techniques for the analysis of imagery will be combined with hands-on use of current and evolving software applications and tools.

SPSM 5330 Geospatial Information System (GIS) Technologies (3)
Geospatial Information Systems (GIS) processes and their support of integrated applications, analysis, and resource management methods are examined. Instruction includes practical application and hands-on exposure to current and evolving GIS manipulation software applications and tools available in the Webster University Space Lab.

SPSM 5340 GPS - Position Determination and Coordinate Applications (3)
This course focuses primarily on the Global Positioning System (GPS) and gives the student hands-on experience with the space-based radio navigation system. This course examines current and future GPS applications that lend themselves to use in a variety of mapping, cartography, surveying, geological formation and resource location and identification. Students may explore basic navigation, map coordinate systems, differential GPS position determination and surveying applications and then integrate this knowledge with the remote sensing applications knowledge. This course is not substitutable for SPSM 5800 GPS-Space Radio Navigation.

SPSM 5360 Practical Research in Remote Sensing Analysis and Geospatial Information Systems (3)
Focused on federal, state, local municipality and commercial cartography and mapping projects using imagery as a base. This applications course will include practical lab instruction on the primary systems for Earth projection as well as basic cartography and topography skills. The course complements previous topics by providing a synthesis of the primary applications of remotely sensed data and GIS products. The student is expected to synthesize and integrate the learning experience acquired in the certificate program and to evaluate current relevant topics. Internships or practical research projects are considered appropriate for demonstration of student research in conjunction with the completion of this course. These projects may have a direct application relative to the student's current employment or professional development for future career advancement. Prerequisite: successful completion of all required courses in this certificate program.)
Master of Business Administration

Program Description
The master of business administration (M.B.A.) program provides training in business for students interested in understanding the working nature of business in a competitive environment. Courses in the M.B.A. program integrate information and theories from various disciplines, including accounting, economics, finance, marketing, production operations, and strategic management. The objective of this program is to develop students into broadly educated business managers and executives who understand the nature of business as a whole, with the tools and techniques applicable to a wide variety of business situations. The capstone for the M.B.A. program gives students the chance to bring together all of the theories, skills, and tools studied during the program and integrate them into a learning experience that highlights the nature of competition and the kind of strategic maneuvering that must be done in order to succeed.

The degree requires satisfactory completion of 27 credit hours of the M.B.A. curriculum and 9 credit hours of graduate electives for a total of 36 credit hours, or if an area of emphasis is selected for a total of no less than 48 credit hours. Students who require prerequisite courses may have to complete more than 36 or 48 credit hours to receive the M.B.A.

Program Learning Outcomes
1. Webster University MBAs possess foundation knowledge in each of the primary functional areas of business.
2. Webster University MBAs can solve semi-structured business problems.
   a. The MBA can utilize statistical analysis to assess product demand conditions.
   b. The MBA can utilize financial analysis to assess an organization’s financial condition.
   c. The MBA can utilize competitive analysis to assess market position.
3. The MBA can address unstructured business problems that span multiple functional areas.

The required courses in the M.B.A. program are:
- MRKT 5000 Marketing
- MNGT 5590 Organizational Behavior
- FINC 5000 Finance
- FINC 5880 Advanced Corporate Finance
- BUSN 5760 Applied Business Statistics
- BUSN 6070 Management Accounting
- BUSN 6110 Operations and Project Management
- BUSN 6120 Managerial Economics
- BUSN 6200 Strategy and Competition

Prerequisites:
- BUSN 5000 Business
- BUSN 5600 Accounting Theory and Practice
- BUSN 5620 Current Economic Analysis

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

General Requirements
The M.B.A. degree-seeking student should consult the Admission, Enrollment, and Academic Policies sections under Academic Policies and Procedures for policies regarding application, admission, registration, and the academic policies of Webster University. Academic policies or exceptions to policies applicable to M.B.A. students are noted under their respective general academic policies.

Areas of Emphasis
Requirements for an area of emphasis in the M.B.A. program are identical to requirements for a major in the master of arts (M.A.) program and are outlined in the Graduate Degree Options section of this catalog. Areas of emphasis for the M.B.A. degree are:
- Business and Organizational Security Management
- Decision Support Systems
- Environmental Management
- Finance
- Gerontology
- Human Resources Development
- Human Resources Management
- Information Technology Management
- International Business
- International Relations
- Management and Leadership
- Marketing
- Media Communications
- Procurement and Acquisitions Management
- Web Services

The student should consult the Locations and the M.A. and M.B.A. Majors/Emphasis and Course Descriptions sections of this catalog for the locations where areas of emphasis are offered. Not all areas of emphasis are offered at every Webster University location.

M.B.A. Certificate in Global Commerce
This 18-credit-hour M.B.A. certificate in global commerce combines traditional classroom courses with a series of distinctive one-credit-hour online learning modules that provide an in-depth look at current business issues in a concise, four-week format. The certificate provides students with a wide exposure to the phenomenon of globalization. The certificate has been designed to create familiarity and sensitivity to the increased complexity of operating across political and cultural boundaries. This certificate is available for any Webster University M.B.A. student, M.B.A. alumni, or an M.B.A. from another university. The certificate may be earned concurrently with an M.B.A. or post-M.B.A.

Locations
M.B.A. courses are offered at the following locations:
- Continental United States:
  - Andrews AFB, MD
  - Beaufort, SC
  - Bolling AFB, DC
  - Bureau of Medicine and Surgery, DC
  - Camp Bullis, TX
  - Charleston Metropolitan Campus, SC
  - Colorado Springs Metropolitan Campus, CO
  - Columbia Metropolitan Campus, SC
  - Crystal Lake Metropolitan Campus, McHenry County, IL
  - Denver Metropolitan Campus, CO
  - Edwards AFB, CA
  - Fairchild AFB, WA
  - Fayetteville Metropolitan Campus, AR
  - Fort Bliss, TX
  - Fort Bragg, NC
  - Fort Irwin, CA
  - Fort Jackson, SC
  - Fort Leavenworth, KS
  - Fort Leonard Wood, MO
  - Fort Sam Houston, TX
  - Fort Sill, OK
  - Fort Smith Metropolitan Campus, AR
  - Fort Stewart, GA
  - Great Lakes Naval Base, Lake County, IL
  - Greenville Metropolitan Campus, SC
  - Hunter Army Airfield, GA
  - Irvine Metropolitan Campus, AR
  - Jacksonville Metropolitan Campus, FL
  - NAS Jacksonville, FL
  - Kansas City Metropolitan Campus, MO
  - Kirtland AFB, NM
  - Lakeland & Brandon Metropolitan Campus, FL
  - Little Rock AFB, AR
  - Little Rock Metropolitan Campus, AR
  - Los Angeles AFB, CA
  - Louisville Metropolitan Campus, KY
  - Luke AFB, AZ
  - McConnell AFB, KS

(continued)
Master of Business Administration

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

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

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

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

Transfer credit may not be applied toward the sequential M.B.A., except as specified below. These conditions apply to the student seeking the sequential M.B.A.:

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

Probation/Dismissal for Sequential M.B.A.
1. A student who receives one grade of C is placed on probation.
2. A student who receives one grade of F or two grades of C is dismissed from the program.

M.B.A. Course Descriptions
MRKT 5000 Marketing (3)
Students examine the character and importance of the marketing process, its essential functions, and the institutions exercising these functions. Course content focuses on the major policies that underlie the activities of marketing institutions and the social, economic, and political implications of such policies.

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

FINC 5000 Finance (3)
The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. Problem-solving methodology is used to illustrate the theories and tools in financial decision-making. Prerequisites: BUSN 5600 and BUSN 5760. (BUSN 5200 cannot be substituted for FINC 5000.)

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

BUSN 5760 Applied Business Statistics (3)
The student examines the application of statistical analysis, hypothesis testing, and regression analysis in business decision making. The course should focus on the utilization of statistical methods as applied to business problems and operations.

BUSN 6050 Macroeconomic Analysis (3)
The course provides the consumer of macroeconomic news a conceptual foundation in macroeconomic theory. The goal is to prepare the manager/analyst to consume macroeconomic news and analysis and to draw independent conclusions. Prerequisite: BUSN 5620.
Master of Business Administration

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

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

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

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

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

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

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

Capstone Course

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

Master of Health Administration

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

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

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

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

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

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

Course Descriptions
HLTH 5000 Organization and Management in Health Administration (3)
This course explores the many different methods of health care delivery, their respective financing, and the implications for managing in different types of health service organizations. Emphasis is placed on the role of the manager in directing and guiding these different types of health service organizations.

HLTH 5020 Organizational Planning and Change in Health Administration (3)
This course identifies the various ways of introducing change in organizations and larger organizational systems as adaptive responses to the external environment. Change efforts at the macro, meso, and micro levels of organization are considered. Particular attention is given to the leadership role in health organizations and health systems. Organizational responses to the issues of market changes, managed care, system consolidation and system integration are analyzed.

HLTH 5040 Health Resource Management in Health Administration (3)
This course examines the traditional concerns of human resource 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.

Locations
Health administration courses are offered at the following locations:

Continental United States
Bureau of Medicine and Surgery, DC
Columbia Metropolitan Campus, SC
Crystal Lake Metropolitan Campus, McHenry County, IL
Fort Bliss, TX
Fort Sam Houston, TX
Jacksonville Metropolitan Campus, FL
Kansas City Metropolitan Campus, MO
Lackland AFB, TX
Little Rock Metropolitan Campus, AR
Louisville Metropolitan Campus, KY
NAS Jacksonville, FL
North Orlando Metropolitan Campus, FL
Ocala Metropolitan Campus, FL
Ozarks Metropolitan Campus, MO
South Orlando Metropolitan Campus, FL
St. Louis, MO Home Campus

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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.

HLTH 5100 Statistics for Health Administration (3)
This course introduces the use of statistical analysis in health administration. The course emphasizes development of the basic methods and underlying concepts of statistics that are used in management decision making and health services research, which include: descriptive statistics, probability, sampling, hypothesis testing, forecasting methods, and non-parametric statistics. Statistical applications in epidemiology and health services research are presented.

HLTH 5120 Issues in Health Policy (3)
The student examines significant health care policy issues. Special emphasis is given to public policies with broad implications, such as Medicare, Medicaid, health insurance reform, and health systems costs. The process of policy decision making is explored, and methods and approaches for the study issues are considered. American health policy issues are placed in the international context by comparison with selected other health care systems.

HLTH 5140 Health Administration Law (3)
The course introduces the law and legal processes that affect health administration. The course presents an overview of legal principles concerned with torts, contracts, and liability in health administration, including the legal standing of individuals covered by various types of health administration. Legal elements of labor relations in the health care field and the legal obligations and malpractice law are discussed as they apply to health professionals.

Capstone Course

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.
Master of Public Administration

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

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

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

- **PADM 5000 Public Administration (Requisite Course) (3)**
- **PADM 5820 Planning and Evaluation (3)**
- **PADM 5830 Administrative Law and Processes (3)**
- **PADM 5840 Budgetary Theory and Analysis (3)**
- **PADM 5850 Research and Assessment in Public Administration (3)**
- **PADM 5870 Public Personnel Management (3)**
- **PADM 5890 Public Policy and Administration (3)**
- **MNGT 5590 Organizational Behavior (3)**
- **PADM 6000 Integrated Studies in Public Administration (3)**

In addition, the student chooses 9 credit hours of elective courses offered from the program curricula of other School of Business and Technology majors. If the requisite course is waived, the student must choose an elective course from this major or from the program curriculum of another School of Business and Technology major. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

Course Descriptions

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

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

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

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

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

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

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

**Continental United States**
- Camp Lejeune, NC
- Fort Bragg, NC
- Fort Leonard Wood, MO
- Lackland AFB, TX
- Little Rock AFB, AR
- Luke AFB, AZ
- Patrick AFB, FL
- Pope AFB, NC

Precise course locations may vary, please check with the university for the most current information.
Master of Public Administration

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

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

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

Capstone Course

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

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

Program Learning Outcomes
Students who complete the Doctor of Management program will be able to:
1. Create organizational solutions.
2. Plan, implement and manage organizational change processes.
3. Apply leadership models in the diverse global environment.
4. In the area of research:
   a. Given a management problem, design and conduct a research project using appropriate measurement tools.
   b. Evaluate the quality and usefulness of research.
5. Explain both the theoretical basis and the applications of their knowledge.

Program Description
The doctor of management (D.Mgt.) 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.

The following are required courses in the D.Mgt. program:
- DMGT 7140 Statistical Analysis
- DMGT 7160 Quantitative Research Methods
- DMGT 7180 Qualitative Research Methods
- DMGT 7300 Management Systems Redesign
- DMGT 7330 Managing in the Global Marketplace
- DMGT 7350 Topics in Technology
- DMGT 7370 Topics in Leadership
- DMGT 7450 Strategic Management
- DMGT 7500 Leadership
- DMGT 7520 Organizational Development and Change
- DMGT 7750 Advanced Organizational Behavior
- DMGT 7900 Integrative Seminar
- DMGT 8000 Doctoral Project

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

Prerequisites for Admission
Application to the D.Mgt. program requires documentation of the following:
1. A master's degree in a management-related field, such as business, economics, management, health services management, or an M.B.A. degree. Students should have taken at least one master's level statistics course.
2. superior academic ability at the graduate level;
3. a minimum of three years of management experience.

Admission
Applicants to the D.Mgt. program are accepted annually. The applicant will submit the following credentials to the director of the D.Mgt. program:
1. A D.Mgt. application form, including a statement summarizing how the doctorate will advance the student's career goals and personal objectives.
2. Official transcripts of all previous undergraduate and graduate coursework. These transcripts must be sent directly to the director of the D.Mgt. program from the issuing institution. Webster University graduates must request that transcripts be sent directly to the director of the D.Mgt. program. No “Issued to Student” transcripts will be accepted. An English translation must be included if the transcripts are from a foreign institution.
3. A current resume. A list of publications, monographs, and other applicable works should be attached.
4. At least three letters of recommendation from faculty and/or associates.
5. A $125 nonrefundable application fee (waived for Webster University graduates).

A student who has not completed at least one doctoral-level course at Webster University within one year from the date of admission must reapply for admission to the D.Mgt. degree program. This student must be selected again by the admission committee before enrolling in a doctoral-level course.

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

International Student Admission
International applicants should consult the Admission for International Students section, listed under Academic Policies and Procedures, for credentials required to complete an application for admission. International students must be accepted by the University as well as accepted into the D.Mgt. program.
Applicant Selection
After initial screening by the admission committee, a member of the committee will interview the qualified applicant and forward a recommendation to the full committee. The admission committee will review the applicant's credentials. Final action will determine either admission or nonadmission. The University's decision will be communicated in writing. Upon acceptance, a nonrefundable deposit of $150 is required. Nonadmission: The applicant will be notified of nonadmission by the program director. Admission may be delayed because enrollment is limited.

Transfer of Credit
At the time of admission, the admission committee will determine coursework acceptable for transfer into the D.Mgt. program.
A maximum of 6 credit hours may be transferred into the doctoral program. This coursework must be equivalent to required courses in the D.Mgt. program.
Coursework that has been applied toward the completion of a degree and reading courses or courses completed by independent or directed study cannot be transferred into a D.Mgt. program.

Academic Probation and Dismissal
Students accepted into this program are expected to perform academically at a doctoral level. 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 Graduate Catalogue (p. 28)
  Students whose GPA falls below 3.0 or who receives a grade below a B in a course will meet with the program director to discuss their academic performance.

Other doctoral academic quality policies include:
• A student who receives an F grade in a course must retake the course with a satisfactory grade before enrolling in the Integrative Seminar.
• A student must complete Integrative Seminar with a grade of B or better before advancing to the methodology courses.
• A student who receives an F grade in a methodology course must retake the course with a satisfactory grade before forming a Doctoral Project committee.

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

Advancement to Candidacy
The student is advanced to candidacy following the successful completion of the 12 classroom courses, including the Integrative Seminar, and after the faculty has approved the Doctoral Project proposal. Information on the format and requirements for the Doctoral Project is available in the doctoral student handbook, which can be obtained from the program director.

Degree Completion
Upon completion of a successful defense of the doctoral project, as reviewed by the student's project committee, the committee will recommend to the Dean of the School of Business and Technology that the student be awarded the D.Mgt. degree.
As of June 1, 1992, students who enter the program must complete all degree requirements within five years after completion of their initial D.Mgt. course. A student may apply to the D.Mgt. program director for a maximum of two (2) one-year extensions of the five-year time limit for completion of the D.Mgt.
A student may apply to the D.Mgt. program director for a leave of absence of two years or less. If the absence is approved, the five-year time limit will be suspended for that period and will resume at the end of the leave of absence, whether or not the student enrolls in D.Mgt. courses.
School of Business and Technology
Graduate Program

Doctor of Management

Course Descriptions

DMGT 7140 Statistical Analysis (3)
Introduces the student to topics in statistical analysis as a preparation for the research courses and their work on the doctoral project. The focus of topic consideration will be data analysis for research applications. Topics include: hypothesis testing and confidence intervals, correlation, simple linear regression, and multiple regression. As time permits, other discretionary topics may be included such as: path models, discriminate analysis, and structural equations modeling.

DMGT 7160 Quantitative Research Methods (3)
Introduces the student to the traditional research design and methodology approaches as they apply to organizational research. Topics include hypothesis formulation, research design, sampling methods, statistical methods, statistical and judgmental inference, and research reporting. Students will develop a research design proposal.

DMGT 7180 Qualitative Research Methods (3)
Introduces the student to qualitative methods and designs in the context of organizational research. Particular attention is given to the indications for qualitative methods and designs, such as research history of the topic and the nature of the topic. Students will be exposed to several models of qualitative methods and designs, including: case studies, qualitative software, and program evaluation. Students will be expected to develop a qualitative research design proposal.

DMGT 7300 Management Systems Redesign (3)
Features a seminar exploration of conceptual frameworks for understanding the redesign of management systems. Students begin with the concept of bureaucracy and follow the evolution of design perspectives with special emphasis on the paradigm developed by Lawrence and Lorsch. Alternative conceptual frameworks are discussed, and contemporary experiments with boundaryless organizations, teams, lateral organizations, and re-engineering are explored. The seminar concludes with a review of leadership in organizational decision making.

DMGT 7330 Managing in the Global Marketplace (3)
Explores global issues confronting the twenty-first century manager. Topics included are: impact of culture on management of the global organization, commercial implications of the new regionalism, product and services marketing in the global marketplace, and countertrade.

DMGT 7350 Topics in Technology (3)
Examines the principles of managing technology. Students review the skills necessary to manage technology and review emerging technologies destined to dominate markets of the twenty-first century. The international dimensions of technology management receive special emphasis.

DMGT 7370 Topics in Leadership (1-3)
Features rotating topics that emphasize various elements of managerial leadership and organizational change. The seminars may be offered as 3-credit-hour courses, or as 1-credit-hour courses.

DMGT 7450 Strategic Management (3)
Examines from the viewpoint of the general manager how companies create and sustain competitive advantage. This involves an understanding of both external factors - industry structure and rivalry - and internal factors of the firm, and how these factors influence strategic responses. Both process and leadership elements of strategizing are discussed. The students analyze cases and empirical research to help prepare for their own research projects.

DMGT 7500 Leadership (3)
Traces the evolution of leadership thought. Primary focus is given to the contingency theories of leadership to provide students with an understanding of the roles of leader and follower in a contextual situation. Students also explore transformational, charismatic, and visionary leadership.

DMGT 7520 Organizational Development and Change (3)
Provides an overview of organizational development with an emphasis on planned change. Students explore major interventions: human process, 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 course presents individual and group processes involved in organizational relationships. It deals with motivation, attitudes, learning theory, group and team behavior, group conflict and conflict resolution, stress, communication, leadership, and job design and satisfaction.

DMGT 7900 Integrative Seminar (3)
Emploing critical thinking, students will synthesize concepts and models from their different core courses as a basis for managerial interventions and problem-solving. This seminar will employ in-depth discussion of articles, cases, and student research papers, and serve as a bridge to the methodology courses.

Note: A student must complete this course with a grade of B or better to advance to the methodology courses.

DMGT 8000 Doctoral Project (9)
The student completes the doctoral research project, which demonstrates the student’s ability to design and conduct research on a management or organizational problem. Emphasizes a problem-solving approach to a business or management problem. Prerequisites: completion of all other doctoral courses and approval by the director of the doctoral program.
Debra Carpenter, dean
Degrees Offered: B.A., M.A.
Undergraduate Departments (2): Communications and Journalism; Electronic and Photographic Media
Graduate Department: Media Communications

Mission Statement

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

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

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

• Our students’ communications education builds on the foundation of a liberal arts learning environment of the university;

• Our students learn current and emerging theoretical, technical, creative, and managerial aspects of communications;

• Our students learn the aesthetic, historical, social, ethical and global aspects of communications;

• Our students learn how to become future industry leaders, professionals and knowledgeable consumers of media;

• Our students learn how to become lifelong learners of evolving technologies in rapidly-changing media fields.

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

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

• Advertising and Marketing Communications

• Communications Management

• Media Communications

• Media Literacy

• Public Relations

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

Special Study Opportunities

Master of Business Administration (M.B.A.) students may elect an area of emphasis in media communications. Students are required to complete the program curriculum for the emphasis in media communications and the degree requirements for the M.B.A. for a total of no less than 48 credit hours. Students who require prerequisite courses may have to complete more than the 48 credit hours to receive the M.B.A. with an emphasis in media communications.
School of Communications  
Graduate Program  
Advertising and Marketing Communications

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

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

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

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

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

**Program Curriculum**  
**Advertising and Marketing Communications**

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

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

**Core Courses (21 credit hours)**

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

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

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

Course Descriptions

**ADVT 4190 Advertising Research (3)**
This course introduces the fundamentals of advertising research. Students learn basic ad research theory and put it into practice by undertaking an actual research project. They learn the roles and subject matter of ad research including secondary sources and syndicated services. They also learn to conduct both qualitative and quantitative primary research, including planning, designing, sampling, data processing, analyzing, and reporting for an actual ad case study. Prerequisite: MNGT 3510 Advertising or MEDC 5321 Advertising Decision-Making for graduate students.

**ADVT 4200 Media Planning, Buying, and Selling (3)**
In this course students learn the role of media planning and buying to help fulfill marketing communications objectives. Students learn the components of a professional media plan for target reach; how media buying techniques differ by target audience; and how the media sales process works. The course emphasizes the media’s role in the advertising process and the media’s influence on current techniques used by advertising agency media departments representing consumer and business clients with national, regional, and local needs. Students prepare a professional media plan utilizing the principles and practices mastered throughout the course. Prerequisite: MNGT 3510 Advertising, ADVT 5321 Advertising Decision-Making for graduate students, or permission of instructor.

**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. Prerequisite: MRKT 5940 Promotional Management.

**ADVT 5302 Marketing Communications: Product Publicity (3)**
This course examines the creation and execution of communication plans designed to gain favorable product publicity leading to sales. Creative, planning, and execution techniques are studied, as well as the use of appropriate communication tools such as special events, sponsorships, endorsements, online services, direct mail, telemarketing, and news releases. Prerequisite: MRKT 5940 Promotional Management.

**ADVT 5303 Marketing Communications: Merchandising and Point-of-Purchase (3)**
This course examines the function of retail merchandising activities in relation to the marketing mix. Emphasis is placed on identifying the various forms and functions of retail merchandising. Students will analyze the relative effectiveness of merchandising activities in relation to the product or service the activity supports. Prerequisite: MRKT 5940 Promotional Management.

**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 mail campaign and exposure to related media such as print, broadcast, catalog, and telemarketing. The course also explores the role of new media, such as the Internet, in interactive marketing communications. Prerequisite: MRKT 5940 Promotional Management.

**ADVT 5305 Marketing Communications: Business-to-Business (3)**
This course examines marketing communications theories and practices for business-to-business products and services in contrast to consumer products and services, particularly packaged goods. Topics include market analysis, target identification, planning, and budgeting for communications with customers, suppliers, and intermediaries. Prerequisite: MRKT 5940 Promotional Management.

**ADVT 5321 Advertising Decision-Making (3)**
This course examines case studies that cover decision making in all aspects of advertising management: target and audience identification, strategic planning, objective-setting, creative strategy, media planning, budgeting, research, and agency/client relationships. Prerequisites: a minimum of 6 credit hours of undergraduate coursework in advertising theory and MRKT 5940 Promotional Management.

**ADVT 5341 Writing for Advertising (3)**
This course examines alternative creative strategies used to solve specific advertising problems, develops strategies for particular situations, and brainstorms creative concepts. The student adapts writing styles to specific advertising situations, product categories, and media. Prerequisite: MEDC 5321 Advertising Decision-Making. This course examines the role of media planning and buying to help fulfill marketing communications objectives. Prerequisite: MRKT 5940 Promotional Management.

**ADVT 5400 Media Buying and Market Analysis (3)**
This course focuses on the use of qualitative and quantitative research methods used to determine which media are best suited for purchase in an advertising campaign. Market research is combined with print and electronic media analysis using mathematical models. Topics included are ratings for electronic media, circulation of print media, and techniques for evaluating inter-media plans as part of marketing and advertising strategies. Prerequisite: MEDC 5321 Advertising Decision-Making.

**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 Media Communications and MEDC 5321 Advertising Decision-Making.

**ADVT 5502 Multinational Advertising (3)**
This course focuses on the major components in the process of developing multinational advertising programs/campaigns, including client-agency structure, audience identification and segmentation, objective setting, media strategy, creative strategy, research, and budgeting. Each of these steps must be considered within the context of different cultural, political, and legal environments. Prerequisite: MEDC 5321 Advertising Decision-Making.
School of Communications

Graduate Program

Advertising and Marketing Communications

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

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

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

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

MEDC 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 Media Communications.

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

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

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

MEDC 5400 Media Production Management (3)
This course exposes the student to the principles of management, planning, and execution of media-oriented activities and events. The student examines the roles and functions of the producer of media-oriented projects: pre-production organization and research; proposal writing; scheduling; union regulations; budgeting; and staff, crew, and talent coordination. Prerequisite: MEDC 5000 Media Communications.

MEDC 5430 Media Communications Technology (3)
The student explores new technologies in mass communications and the choices that these technologies present in the area of media communications. Course content focuses on the impact of interactive video, computers, and videotext on business and government and the increasing reliance on the management and communication of information. Prerequisite: MEDC 5000 Media Communications.

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

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

MEDC 5550 Topics in Media Communications (3)
This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as graduate-level writing, research and critical thinking; media literacy and video production; ethical issues in the media; account planning for advertising and public relations, applications for podcasting and blogs; creating cultural change through organizational communications, etc. Prerequisite may vary with the topic. May be repeated once for credit if content differs and is appropriate for student’s course of study.
MEDC 5600 Introduction to Interactive Communications (3)
A practical introduction to interactive media. The course will address concept, design and production strategies, technical aspects of production and publication, and practical applications of interactive media in educational, commercial, and public environments. Students will create flowcharts, treatments, and scripts, and will publish their final project as a design document. Prerequisite: MEDC 5000 Media Communications.

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

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

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 Media Communications and 6 hours of undergraduate coursework in public relations.

PBRL 5323 Organizational Communications (3)
This course considers the relationship of organizational mission, employee values, organizational cultures, and motivation. Both formal and informal communication networks are studied as they pertain to appropriate use of media to communicate with employees or volunteers. Students examine case studies showing proactive employee information efforts. Prerequisite: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.
Communications Management

Program Description
The Master of Arts (M.A.) degree in communications management is intended for students working in any communications-related field, who are seeking to advance to a position with broader managerial responsibilities. For forward-looking communications professionals, this degree is a necessity. Qualifications include a strong educational background or professional experience in a communications-related field. A student may be required to enroll in 6 hours of prerequisite undergraduate coursework. The selection of prerequisites will be determined through consultation with an academic advisor. Students must earn a grade of “B” or better in the prerequisite courses before they will be allowed to enroll in graduate courses. The prerequisite courses do not count toward the 36 credit hours required for the degree. Students must take this course even if they have academic and/or professional experience in media communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. Any variation from this curriculum should be approved in advance using a program option request form.

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

Program Curriculum
Communications Management
This degree offers students the opportunity to earn a master’s degree in communications while having the flexibility to choose emphasis courses from various business and management disciplines. This degree is also available online. Online courses require excellent organizational skills, self-direction, and motivation to master the challenges of this learning environment.
MEDC 5000 Media Communications is the requisite course in the communications management program. It examines communications theory and its application to mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. Any variation from this curriculum should be approved in advance using a program option request form.

Course Descriptions

Core Courses (21 credit hours)
MEDC 5000 Media Communications (Requisite Course)
MEDC 5300 Strategic Communications
MEDC 5310 Media and Culture
PBRL 5323 Organizational Communications
MEDC 5350 Media Organization and Regulations
MEDC 5400 Media Production Management
MEDC 6000 Seminar in Media Communications

Emphasis Courses
A minimum of 15 credit hours must be completed from the following:
BUSB 5000 Business
BUSB 5680 Issues in Business: Project Management
HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development
HRMG 5000 Managing Human Resources
INTB 5600 International Business
INTB 5650 International Business Management
MNGT 5000 Management
MRKT 5000 Marketing
MEDC 5360 International Communications
MEDC 5430 Media Communications Technology
MEDC 5460 Media Research
MEDC 5500 or MNGT 5500 Professional Seminars
MEDC 5550 Topics in Media Communications
MEDC 5600 Introduction to Interactive Communications
MEDC 5650 Special Topics in Interactive Media
PBRL 4190 Public Relations Research
PBRL 5322 Public Relations
PBRL 5451 Communication Strategies for Investors and Financial Stakeholders
PBRL 5452 Communication Strategies for Public Affairs and Government Relations
PBRL 5453 Communication Strategies for Nonprofit Organizations
PBRL 5465 Crisis Management Communications

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

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

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

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

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

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

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

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

MEDC 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 Media Communications.

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

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

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

MEDC 5400 Media Production Management (3)
This course exposes the student to the principles of management, planning, and execution of media-oriented activities and events. The student examines the role and functions of the producer of media-oriented projects: pre-production organization and research; proposal writing; scheduling; union regulations; budgeting; and staff, crew, and talent coordination. Prerequisite: MEDC 5000 Media Communications.

MEDC 5430 Media Communications Technology (3)
The student explores new technologies in mass communications and the choices that these technologies present in the area of media communications. Course content focuses on the impact of interactive video, computers, and videotext on business and government and the increasing reliance on the management and communication of information. Prerequisite: MEDC 5000 Media Communications.
Communications Management

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

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

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

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

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

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

PBRL 4190 Public Relations Research (3)
Students learn the basic concepts of public relations research using the Internet for instruction and assignment. Students learn how to gather and apply data to public relations program design and evaluation. The course presents primary and secondary data collection methods used in PR research, as well as basic statistical concepts for data analysis. Students also learn to interpret, to report, and to apply findings to specific public relations cases and situations. Prerequisite: PBRL 2100 Fundamentals of Strategic Communications and Public Relations or PBRL 5322 Public Relations for graduate students. Note: This course may be offered in a 16-week format.

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 Media Communications and 6 hours of undergraduate coursework in public relations.

PBRL 5323 Organizational Communications (3)
This course considers the relationship of organizational mission, employee values, organizational cultures, and motivation. Both formal and informal communication networks are studied as they pertain to appropriate use of media to communicate with employees or volunteers. Students examine case studies showing proactive employee information efforts. Prerequisite: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

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 legal communication requirements, annual reports, annual meetings, analyst meetings, analyst information programs, and shareholder communications. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3)
This course focuses on managing public relations strategies and tactics used in conducting public affairs, lobbying efforts, political campaign- ing, and government public information functions. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

PBRL 5453 Communication Strategies for Nonprofit Organizations (3)
This course addresses the specific public relations strategies needed to effectively manage the communications function within the nonprofit sector of organizations. The challenges of meeting the communication needs of volunteers and donors will be addressed as well as fund-raising communication techniques. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

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 Media Communications and PBRL 5322 Public Relations or PBRL 4800 Media Relations.
Program Description
The Master of Arts (M.A.) degree in media communications is for students who have both an interest and background in communications.

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

Student Learning Outcomes
Successful graduates of this program will be able to:
• Understand the breadth of media communications;
• Use multiple perspectives to examine media;
• Examine media in multiple contexts: cultural, economic, political, etc.;
• Look at media as product, process and commentary;
• Apply research strategies to analyze media;
• Apply qualitative and quantitative research methodologies

Program Curriculum
M.A. in Media Communications
The 36 credit hours required for the M.A. in media communications degree must include the following courses (21 credit hours):
MEDC 5000 Media Communications (Requisite Course)
MEDC 5310 Media and Culture
MEDC 5350 Media Organization and Regulations
MEDC 5360 International Communications
MEDC 5400 Media Production Management
MEDC 6000 Seminar in Media Communications
MEDC Elective—One additional core course from MEDC electives, as determined through consultation with an academic advisor

In addition to the seven core courses, the student can choose elective courses offered in the other School of Communications majors. Courses from program curricula outside the School of Communications may be considered, if appropriate and approved in advance using a program option request form. Students taking courses that are a part of their approved curriculum and that are from outside of the School of Communications should verify prerequisites with the appropriate school or college.

MEDC 5000 Media Communications is the requisite course in the media communications program. It examines communications theory and its application to mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications.

The required courses and electives listed may be taken as Directed Studies, subject to the conditions stated in the Directed Studies section listed under Academic Policies and Procedures and approved by the Director of Graduate Studies.

Course Descriptions
JOUR 4250 Methods of Teaching Secondary Publications/Journalism (3)
This course will provide the instruction necessary for the teacher to aid in the publication of the high school newspaper, yearbook, or broadcasting courses. The student will learn the process of writing bids for selecting the printing company to publish the school paper or yearbook. The student will also learn classroom organization, photography (both digital and darkroom procedures), assigning beats, the public relations of scholastic journalism distribution and mailing of publications, press freedom and mass media in society, advertising and business skills for teaching journalism, and newspaper and yearbook production. The course is designed specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification.

JOUR 5345 News Writing and Reporting (3)
Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Cross-listed with MEDC 5345 Writing for Media Communications: Journalism. Prerequisite: MEDC 5000 Media Communications.

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

JOUR 5352 Scholastic (High School) Publications (3)
This course provides preparation for instructing and advising in the area of publication production. The course will provide knowledge of publishing houses and the printing business; knowledge in content and style of contemporary publications; knowledge of available texts and teaching aids; and knowledge of legal and ethical issues in journalism. The course is designed spe-
Media Communications specifically to prepare journalism teachers at the high school and elementary level for Missouri state certification.

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

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

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

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

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

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

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

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

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

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

**MEDC 5400 Media Production Management (3)** This course exposes the student to the principles of management, planning, and execution of media-oriented activities and events. The student examines the role and functions of the producer of media-oriented projects: pre-production organization and research; proposal and grant writing; copyright laws; union regulations; budgeting; and staff, crew, and talent coordination. Prerequisite: MEDC 5000 Media Communications.

**MEDC 5401 Media Production Management: Interactive (3)** This course will prepare students to manage the variety of disciplines involved in the development and production of interactive media. Students will learn to manage projects from the concept and script, video, audio, and screen design to programming and testing. Budgeting, invoicing, scheduling, flowcharting, treatment, presentation, and delivery platforms will be examined. Prerequisites: MEDC 5000 Media Communications, MEDC 5600 Introduction to Interactive Communications, and MEDC 5615 New Media Tools, or permission of the program coordinator.

**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 interactive video, computers, and videotext on business and government and the increasing reliance on the management and communication of information. Prerequisite: MEDC 5000 Media Communications.

**MEDC 5500 Professional Seminars (1-3)** Students may supplement the core and elective courses in media communications with professional seminars designed to examine contemporary issues in this field. Course may be repeated for credit if content differs. Graduate students may apply to substitute 3 seminar credit hours for one emphasis course by completing a program option.
Media Communications

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

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

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

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

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

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

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

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

MEDC 5690 Interactive Project Management (6)
The interactive project represents the integration and implementation of all previous interactive courses. This project is composed of two elements: the interactive project itself, and the planning and production documents associated with the project. The project culminates in a demonstration and presentation to the project review faculty. Prerequisites: MEDC 5000 Media Communications and permission of the program coordinator.

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

MEDC 6250 Thesis Project in Media Communications (3-6)
The student will synthesize and integrate the learning experiences from all previous media communications courses and research a specific topic to complete a thesis project relevant to the major. Techniques used to accomplish these goals may vary and must be summarized in a written project proposal. Prerequisite: Completion of all other graduate courses and approval by the Director of Graduate Studies and the Dean of the School of Communications.
Media Literacy

Program Description
The Master of Arts (M.A.) in media literacy provides students with a critical perspective that will enable them to decipher the information they receive through the channels of mass communications and to develop independent judgments about media content. This degree examines the cultural, political, and economic context of media, which affects media programming. Students who earn an M.A. in media literacy may pursue careers in education, media literacy research, the press, public policy, community-based media, and media arts production.

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

• Identify media literacy concepts;
• Understand the impact of the media on the individual and society;
• Apply media literacy concepts to media and media programming;
• Recognize media content as a cultural "text" that provides insight into contemporary society;
• Assess qualitative and quantitative approaches to media literacy;
• Cultivate an enhanced enjoyment, understanding, and appreciation of media content;
• In the case of media communicators, produce effective and responsible media messages.

Program Curriculum

Media Literacy
The media literacy degree focuses on research strategies for the systematic analysis of content and provides opportunities for fieldwork experiences in different sectors, including education, community, professional, and media arts. In the case of media communicators, the media literacy degree facilitates the ability to produce effective and responsible media messages. Finally, students in the Master of Arts in teaching (M.A.T.) program may apply specific courses from the following list toward an emphasis in media literacy.

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

Course Descriptions

COMM 5340 Language Arts Seminars (3)
Students become involved in a wide variety of activities designed to enhance the teaching of language arts in their classrooms. The courses listed in the School of Education section under this course number are representatives of the workshop topics; other workshop topics are included in different semesters. Note: M.A.T. courses are on a different schedule than M.A./M.B.A. courses. Please check with School of Education for course prerequisites.

COMM 5440 Integrated Language Arts (3)
Students look at various ways to integrate language arts in the K-12 curricula. Speakers, films, and activities highlight listening, acting, speaking, reading, writing, viewing, and thinking as separate, cumulative communication skills. Note: M.A.T. courses are on a different schedule than M.A./M.B.A. courses. Please check with School of Education for course prerequisites.

COMM 5460 Curriculum Design (3)
This course is required for all M.A.T. degree-seeking students. It is designed to help individuals plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has a direct application to a particular teaching situation. Note: M.A.T. courses are on a different schedule than M.A./M.B.A. courses. Please check with School of Education for course prerequisites.
JOUR 4500 Media Criticism for Publication (3)
Students learn to research and write media analysis within a journalism format. Students learn about the techniques of writing media literacy analysis designed for popular consumption in newspapers, magazines, and online publications. Students will analyze the content of news and entertainment media and prepare articles based on this research for publication. Prerequisite: JOUR 3130 Feature Writing, MEDC 3190 Introduction to Media Research, or permission of instructor.

MNGT 5870 Issues in Management: Political Communication, Research and Analysis (3)
Current and significant issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. Course may be repeated for credit if content differs. Prerequisite: Must take section taught by Governor Bob Holden/May Scheve Reardon to count as Media Literacy emphasis course. Cross-listed with SPCM 4616, POLT 4300, and MNGT 4610.

MEDC 4220 Genre Studies (3)
This course offers an in-depth study of genres that appear in the media, such as reality shows, film noir, and the evening news. Students learn a range of approaches to the study of genre, including: formulaic, ideological, historical, cultural, and audience response analysis. Students conduct primary research on a particular genre using selected approaches. Prerequisite: MEDC 3190 Introduction to Media Research, or MEDC 5460.

MEDC 4440 Patterns of Ownership in Media (3)
Students learn the impact of media economics on content by studying media ownership patterns, such as state-run, state-owned, privately owned, and individually owned systems, and topics such as cross-promotion, conflicts of interest, bottom-line programming decisions, and internal organizational/staffing decisions. The class will look at recent developments that have affected the concentration of media ownership. Other topics include: historical context, international trends, regulations, and issues of gender and diversity in ownership and management. Students will conduct primary research focusing on one of these topics.

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

MEDC 5250 Visual Communication in the Media (3)
One of the major revolutions in contemporary communication has been the development of visual genres to carry information that cannot be carried easily by printed media or radio broadcast. Students examine the development of the documentary film, photojournalism, television, and interactive media, with particular attention to the impact these have had on other media, in terms of both form and content. Emphasis is on the criteria for critical evaluation of each genre in the light of its particular history and development. Prerequisite: MEDC 5000 Media Communications.

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

MEDC 5331 Media Communications Production: Video (3)
Managers of media communications often need to produce or manage the production of video presentations. This course employs techniques common to all types of video production. The class is a hands-on course in portable production and editing, giving students a basis for understanding the use of this medium to meet management strategies. Prerequisite: MEDC 5000 Media Communications. VIDE 1810 Video Production 1 or permission of instructor.

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

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

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

MEDC 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 Media Communications and MEDC 5310 Media and Culture.

MEDC 5981 Integrated Studies in Media Literacy (3)
An in-depth study in the field of media literacy. Students will examine a variety of approaches to the discipline, as well as consider issues related to the field of media literacy. Students will assume responsibility for a major project or paper. Prerequisites: MEDC 5000 Media Communications, MEDC 5310 Media and Culture and MEDC 5480 Comparative Approaches to Media Literacy.
Media Literacy

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

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

MEDC 6250 Thesis Project in Media Communications (3-6)
The student will synthesize and integrate the learning experiences from all previous media communications courses and research a specific topic to complete a thesis project relevant to the major. Techniques used to accomplish these goals may vary and must be summarized in a written project proposal. Prerequisite: Completion of all other graduate courses and approval by the Director of Graduate Studies and the Dean of the School of Communications.

PSYC 4825 Advanced Research Methods (3)
Provides a focused investigation of a particular research methodology (e.g. quantitative, qualitative) used in social sciences. Topics vary each semester. The focus of the course is on the theory and practice of social science research, covering research concept formation, research design, data collection, and data analysis. In addition, students will apply knowledge to their own independent research project. Prerequisite: 12 credit hours of social science or permission of the instructor.

SPCM 4616 Communication Research and Analysis: Political Communication, Research and Analysis (3)
Focuses on systematic analyses of communication contexts and events. Using communication models and research methodologies, students learn about a variety of communications, including group communications, speeches and debates, and culture. Prerequisite: Must take section taught by Governor Bob Holden/May Scheve Reardon to count as Media Literacy emphasis course. Cross-listed with POLT 4300, MNGT 4610, MNGT 5870.
Program Description

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

Prerequisite Courses

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

PBRL 2100 Fundamentals of Strategic Communications and Public Relations
PBRL 2920 Writing for Public Relations
PBRL 4300 Crisis Communications Management
PBRL 4800 Media Relations
MNGT 3550 Public Relations
MEDC 1050 Introduction to Media Writing
SPCM 3500 Presentations for Media Professionals

Student Learning Outcomes

Successful graduates of this program will be able to:
• Demonstrate expertise in problem identification, resolution development and implementation for communication-related issues;
• Design and perform public relations research and understand findings, in order to solve an organization’s communications problems;
• Develop public relations plans for various internal and external audiences;
• Demonstrate strategic-level analysis and critical thinking;
• Assess and apply major tactical-level communication tools based on overall public relations plan strategy;
• Review trends and anticipate implications for future communications needs and challenges;
• Identify changes that could have an impact on public relations practices.

Program Curriculum

Public Relations

This degree is also available online. Online courses require excellent organizational skills, self-direction, and motivation to master the challenges of this learning environment. MEDC 5000 Media Communications is the prerequisite course in the public relations program. It examines communications theory and its application to mass media, as well as introduces students to the graduate program, describes program expectations, and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. Any variation from this curriculum should be approved in advance using a program option request form. The required courses and electives listed may be taken as directed studies, subject to the conditions stated in the directed studies section listed under Academic Policies and Procedures and approved by the director of graduate studies.

The course of study for students working towards an M.A. in public relations is as follows:

Core Courses (21 credit hours)
MEDC 5000 Media Communications (Requisite Course)
MEDC 5310 Media and Culture
PBRL 5322 Public Relations
PBRL 5342 Writing for Public Relations or PBRL 5344 Speechwriting
MEDC 5350 Media Organization and Regulations
MEDC 5360 International Communications
MEDC 6000 Seminar in Media Communications

Emphasis Courses

A minimum of 15 credit hours must be completed from the following:
ADVT 5321 Advertising Decision-Making (special prerequisites)
MEDC 5300 Strategic Communications
MEDC 5343 Writing for Media Communications: Scriptwriting
MEDC 5345 Writing for Media Communications: Journalism
MEDC 5400 Media Production Management
MEDC 5430 Media Communications Technology
MEDC 5460 Media Research
MEDC 5500 Professional Seminars
MEDC 5550 Topics in Media Communications
MEDC 5600 Introduction to Interactive Communications
MEDC 5650 Special Topics in Interactive Media
PBRL 4190 Public Relations Research
PBRL 4800 Media Relations
PBRL 5323 Organizational Communications
PBRL 5342 Writing for Public Relations (if not used as Core course)
PBRL 5344 Speechwriting (if not used as Core course)
PBRL 5451 Communication Strategies for Investors and Financial Stakeholders
PBRL 5452 Communications Strategies for Public Affairs and Government Relations
PBRL 5453 Communication Strategies for Nonprofit Organizations
PBRL 5465 Crisis Management Communications
PBRL 5770 Multinational Public Relations

Locations

Public relations courses are offered at the following locations:

Continental United States
St. Louis, MO
Home Campus

In addition, the M.A in public relations is available online. For more information, please visit online.webster.edu.
Course Descriptions

ADVT 5321 Advertising Decision-Making (3)
This course examines case studies that cover decision making in all aspects of advertising management: target and audience identification, strategic planning, objective-setting, creative strategy, media planning, budgeting, research, and agency/client relationships. Prerequisites: a minimum of 6 credit hours of undergraduate coursework in advertising theory and MRKT 5940 Promotional Management (MRKT 5000 Marketing is the prerequisite for MRKT 5940 Promotional Management).

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

MEDC 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 Media Communications.

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

MEDC 5343 Writing for Media Communications: Scriptwriting (3)
This course helps students develop several styles of nonfiction video scriptwriting for broadcast and non-broadcast media, including corporate scriptwriting, news-feature writing, and documentary-style scripting. Prerequisite: MEDC 5000 Media Communications.

MEDC 5345 Writing for Media Communications: Journalism (3)
Writing for journalism is intended to give the student an understanding of the various genres of journalistic expression, including the hard-news story, feature story, and investigative story, as well as interpretive and explanatory journalism. Additionally, students are introduced to the trends of journalistic writing, from yellow and tabloid journalism to muckraking and the new civic journalism. Students can expect a number of writing/reporting assignments in this course. Prerequisite: MEDC 5000 Media Communications.

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

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

MEDC 5400 Media Production Management (3)
This course exposes the student to the principles of management, planning, and execution of media-oriented activities and events. The student examines the role and functions of the producer of media-oriented projects: pre-production organization and research; proposal writing; scheduling; union regulations; budgeting; and staff, crew, and talent coordination. Prerequisite: MEDC 5000 Media Communications.

MEDC 5430 Media Communications Technology (3)
The student explores new technologies in mass communications and the choices that these technologies present in the area of media communications. Course content focuses on the impact of interactive video, computers, and videotext on business and government and the increasing reliance on the management and communication of information. Prerequisite: MEDC 5000 Media Communications.

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

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

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

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

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

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

**PBRL 4190 Public Relations Research (3)**
Students learn the basic concepts of public relations research using the Internet for instruction and assignment. Students learn how to gather and apply data to public relations program design and evaluation. The course presents primary and secondary data collection methods used in PR research, as well as basic statistical concepts for data analysis. Students also learn to interpret, to report, and to apply findings to specific public relations cases and situations. Prerequisite: PBRL 2100 Fundamentals of Strategic Communications and Public Relations or PBRL 5322 Public Relations for graduate students.

**PBRL 4800 Media Relations (3)**
Students learn effective verbal and nonverbal communication techniques and apply these concepts to a series of “real-world” simulations in which they learn to attract, work with, and be interviewed by radio, television, and newspaper reporters. Prerequisite: PBRL 2100 Fundamentals of Strategic Communications and Public Relations or PBRL 5322 Public Relations for graduate students.

**PBRL 5322 Public Relations (3)**
This course integrates communications strategy with organizational mission statements, demonstrates stakeholder and issues management techniques, and considers ethical dilemmas in public relations situations. Public relations cases are examined in order to learn effective strategies and tactical answers to public-perception problems and opportunities. Prerequisite: MEDC 5000 Media Communications and 6 hours undergraduate coursework in public relations.

**PBRL 5323 Organizational Communications (3)**
This course considers the relationship of organizational mission, employee values, organizational cultures, and motivation. Both formal and informal communication networks are studied as they pertain to appropriate use of media to communicate with employees or volunteers. Students examine case studies showing proactive employee information efforts. Prerequisite: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**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 white papers, financial public relations writing, crisis communications, news releases, etc. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5344 Speechwriting (3)**
Students review and create organizational and business speeches, with special emphasis on assessing the audience, incorporating the organizational mission, researching the speech, and writing for the ear. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**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 legal communications requirements, annual reports, annual meetings, analyst meetings, analyst information programs, and shareowner communications. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5452 Communication Strategies for Public Affairs and Government Relations (3)**
This course focuses on managing public relations strategies and tactics used in conducting public affairs, lobbying efforts, political campaigning, and government public information functions. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**PBRL 5453 Communication Strategies for Nonprofit Organizations (3)**
This course addresses the specific public relations strategies needed to effectively manage the communications function within the nonprofit sector of organizations. The challenges of meeting the communication needs of volunteers and donors will be addressed as well as fund-raising communication techniques. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.

**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 Media Communication and PBRL 5322 Public Relations or PBRL 4800 Media Relations.

**PBRL 5770 Multinational Public Relations (3)**
This course focuses on the challenges and opportunities in public relations in a global environment. Students will analyze case histories from both U.S.-based multinational companies and non-U.S. multinationals. Study also will be directed toward differences in cultures and audiences on each continent. Special attention will be given to questions such as: What kind of media works best where? What cultural expectations inform audience decisions and responses? Which techniques are accepted globally? Pitfalls and common errors will be examined. Review of major worldwide media will be included. Students will develop global public relations strategies and communication plans. Prerequisites: MEDC 5000 Media Communications and PBRL 5322 Public Relations or MEDC 5300 Strategic Communications.
School of Education

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

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

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

Theme
Developing a world of learners through knowledge, leadership, and lifelong learning.

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

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

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

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

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

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

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

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

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

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

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

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

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

Program Description

The communication arts master of arts in teaching (M.A.T.) is designed to provide educators from diverse educational backgrounds the opportunity to study theoretical and practical developments in language, literature, media, and the arts. Students are encouraged to learn by doing and, by doing, expand those skills essential to their professional growth. Courses and experiences in communications allow students to earn state certification, explore career alternatives, and enhance their professional standing. Communication arts majors choose one of 11 emphasis areas:

- aesthetic education
- educational technology
- general communications
- inclusive education
- international languages and cultures (French, German, Spanish)
- language arts--elementary
- language arts--secondary
- reading
- storytelling and creative drama
- teaching English as a foreign language
- teaching English as a second language

Communications Arts Goals

1. Refine oral, visual, and written communication skills and understand the importance of language, media, and the arts in the communication process.
2. Develop sound instructional and assessment strategies as they create curriculum based on understanding of research, theory, and practice in content areas such as language, literature, reading, writing, media literacy, and the visual and performing arts.
3. Promote creative thought and expression through leadership in schools and communities.
4. Develop skills and strategies to respond to diversity in schools and communities.

Requirements

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

- COMM 5260 Oral Communication 2-3 hours
- COMM 5270 Visual Communication 2-3 hours
- COMM 5280 Written Communication 2-3 hours
- COMM 5460 Curriculum Design or 3 hours
- COMM 5800 Applied Research

In addition to the above requirements, students select a minimum of 12 credit hours of coursework deemed appropriate for a specialty area. Thus, 21 of the 33 credit hours required for the degree must include the 9 credit hours of core courses and 12 credit hours of coursework in the emphasis area.

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

After completing 9 credit hours within an M.A.T. major, all M.A.T. degree-seeking students are required to be advanced to candidacy. Please refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

Emphasis in Aesthetic Education

The aesthetic education emphasis developed out of Webster’s conviction that experiences and learning in the arts are organizing frameworks for liberal education and modern life. The program is designed to develop teachers’ skills, theoretical understanding, and creativity while they learn to integrate the arts into the daily classroom curriculum. In addition to the 9 credit hours of communication arts M.A.T. requirements, 12 credit hours of appropriate coursework are required.

Emphasis in Educational Technology

In addition to the 9 credit hours of communication arts M.A.T. requirements, 12 credit hours, using at least two different course numbers from the following courses, are required:

- EDTC 5100 Teaching with Technology: Methods and Materials 2-3 hours
- EDTC 5250 Programming Languages (any topic) 3 hours
- EDTC 5290 Media Applications (any topic) 2-3 hours
- EDTC 5330 Theoretical Perspectives (any topic) 2-3 hours
- EDTC 5560 Internet Applications (any topic) 2-3 hours
- EDTC 5630 Advanced Topics in Classroom Technologies (any topic) 2-3 hours

Communication Arts and Initial Teacher Certification (Missouri)

Communication arts majors may enroll concurrently in coursework required for a Missouri teaching certificate in elementary, middle school, or secondary education. Students should contact their faculty advisor for a program of study in communication arts designed especially for certification seeking students. For more information on the requirements for Missouri teacher certification, please contact the Webster University Office of Teacher Certification. Please note: Teacher certification programs are only available at the Webster University main campus (St. Louis, Missouri).

Emphasis in International Languages and Cultures

The international languages and cultures emphasis provides students with the opportunity to improve their listening comprehension, reading, writing, and oral skills in content-oriented courses in French, German, and Spanish taught at the advanced level. French, German, and Spanish courses are offered in rotation in a variety of formats and content.
Although the classes cover different periods and genres of literatures, the focus of the program is on oral communication and a deep understanding and appreciation of the language and culture.

In addition to the 9 credit hours of communication arts M.A.T. requirements, French, German and Spanish students must take a minimum of 12 credit hours of appropriate coursework in the language of their emphasis.

ILC 5120 Advanced Skills 3 hours
ILC 5130 Advanced Listening and Discussion Skills in Languages 3 hours
ILC 5170 Seminars 3 hours
ILC 5180 Methods of Teaching Languages (may be substituted for Curriculum Design or Applied Research) 3-4 hours
ILC 5210 In-Service Education: Advanced Conversational Weekend--French, German or Spanish 1 hour

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

**Emphasis in General Communication Arts**

The general communications emphasis is individualized for the professional seeking flexibility in designing a master’s degree. Options for earning credit exist in coursework, independent projects, and practica. The general communications degree is designed by the student and faculty advisor. Missouri State Certification is an option in specialized areas of elementary, middle, and secondary education. In addition to the 9 credit hours of communication arts M.A.T. requirements, 12 credit hours of appropriate coursework are required.

**Emphasis in Inclusive Education**

The emphasis in inclusive education is designed to provide classroom teachers and regular and special educators at the preschool, elementary, and secondary levels with the knowledge base, practical applications, and strategies necessary for implementing a successful inclusive education program, appropriate to the diverse needs of students in today’s regular classroom. This emphasis will enable practicing teachers to investigate issues and examine strategies that relate to the education of all students, regardless of ability, in their local school. In addition to the 9 credit hours of communication arts M.A.T. requirements, students must complete at least 9 credit hours of appropriate coursework related to inclusive education.

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

**Emphasis in Language Arts**

The language arts emphasis provides the opportunity for intensive exploration of written, oral, dramatic, and visual forms of communication. Knowledge of content and a theoretical background in language arts enable teachers to communicate effectively. Students are encouraged to experiment with various communicative and creative forms and become familiar with curricula concepts which facilitate student-oriented approaches to learning. Students desiring to specialize in elementary or secondary language arts should design a formal program of study with their advisor. In addition to the 9 credit hours of communication arts M.A.T. requirements, 12 credit hours of appropriate coursework are required.

**Emphasis in Media Literacy**

The media literacy emphasis is designed to provide teachers with the ability to access, understand, analyze, evaluate and create media messages on television, the Internet and other technologies. By helping the teachers interpret the many messages we receive each day through these sources, we expect these teachers to help future generations of student’s do the same. In essence, the media literate teacher will apply the same thinking skills used in reading, writing, speaking and critical analysis to the media, and ultimately integrate these skills into the classroom to be used by students.

In addition to the 9 credit hours of communication arts M.A.T. requirements, students pursuing this emphasis may choose 12 credit hours from the following courses:

- MEDC 5310 Media and Culture* 3 hours
- COMM 5340/EDTC 5190 Language Arts Seminar/Topics in Classroom Media: Media Literacy--Children Working with Visual Information 3 hours
- MEDC 5480 Comparative Approaches to Media Literacy 3 hours
- COMM 5440 Integrated Language Arts 3 hours
- ETDC 5750/COMM 5750 Special Institute: Media Education--Curriculum and Methodology 3 hours
- MEDC 5981 Integrated Studies in Media Literacy (*required) 3 hours

**Emphasis in Reading**

The reading emphasis allows educators to master teaching and assessment necessary in guiding students to develop proficiency and fluency in reading. Webster University emphasizes individualized, practical graduate education for teachers that has direct application to the classroom. The reading emphasis (K-12) continues to focus on practical skills while providing the opportunity for professional advancement through state certification. Selected courses for the M.A.T. may count for certification. In addition to the 9 credit hours of communication arts M.A.T. requirements, 12 credit hours of appropriate coursework in reading are required.

Students choose 12 credit hours from the following courses:

- COMM 5050 Community College Reading/ABE/ESOL 3 hours
- COMM 5490 Seminars in Reading Instruction 2-3 hours
- COMM 5690 Literacy as Empowerment—International Perspectives 2-3 hours
- MEDC 5820 Foundations in Reading Instruction 2-3 hours
- MEDC 5830 Emergent Literacy 2-3 hours
- MEDC 5840 Reading and Writing as Cognitive Processes 2-3 hours
- MEDC 5850 Reading and Literature Study Groups 2-3 hours
- MEDC 5880 Survey Reading Course for Secondary Teachers 3 hours
- COMM 5900 Reading Seminars 1-3 hours
- COMM 5920 Teaching Reading in Content Fields 2-3 hours
- COMM 5930 Investigations in Reading, Intermediate 2-3 hours
- COMM 5960 Differentiated Reading Instruction 2-3 hours

**Emphasis in Storytelling and Creative Drama**

The performing arts emphasis helps students develop writing and reading skills through the performing arts: storytelling, oral interpretation, reader’s theatre, story theatre, creative drama, puppetry, movement, and music. Courses in these subjects are offered in rotation and taught in a variety of formats.

Courses fulfilling requirements for this emphasis draw on content from many kinds of literature—poetry, folklore, tall tales, legends, history, mythology, saga, ballads, and stories from operas. Students in the emphasis become active participants in writing-reading processes that
Communication Arts

lead to original works incorporating the performing arts. Students who choose this emphasis design a formal program of study with an advisor. Fieldwork will be a component of the program requirement. In addition to the 9 credit hours of communication arts M.A.T. requirements, students are required to complete 12 credit hours from the following courses:

- COMM 5340 Language Arts Seminars Advanced
- COMM 5410 In-Service Topics (appropriate topic)
- COMM 5550 Aesthetic Education Workshops
- COMM 5750 Special Institute: Distinguished Guest Artists and Scholars

**Emphasis in Teaching English as a Foreign Language**

Teaching English as a Foreign Language (TEFL) is designed for teachers who develop English skills in non-native speakers overseas or adults living in the United States in private language classrooms and business/technology training programs. In addition to the 9 credit hours of communication arts M.A.T. requirements, a minimum of 12 credit hours of TEFL courses are required:

- COMM 5030 Linguistics
- COMM 5040 Practicum in ESOL
- COMM 5050 Community College Reading/ABE/ESOL
- COMM 5230 Second Language Acquisition
- COMM 5350 Intercultural Communications
- ILC 5120 Advanced Skills: Comparative Linguistics
- ILC 5140 English for Speakers of Other Languages (ESOL) Methods
- ILC 5170 Seminars: Grammar and TOEFL
- ILC 5170 Seminars: Translating “America” (a comparative linguistics course)
- ILC 5170 Seminars: History of the English Language

**Webster University TEFL Certificate**

A TEFL certificate may be issued alone or in conjunction with the M.A.T. degree. Students seeking this graduate certificate must have earned a recognized baccalaureate degree and meet all of the admission and acceptance criteria as outlined in the graduate program’s Academic Policies and Procedures. The grading system in the TEFL certificate program is the same as that described in the Grades section of this catalog. Students may receive the Webster University TEFL certificate by completing a minimum of 21 credit hours from the TEFL courses listed below.

**Required (18 credit hours)**

- COMM 5030 Linguistics
- COMM 5040 Practicum in ESOL
- COMM 5050 Community College Reading/ABE/ESOL
- COMM 5230 Second Language Acquisition
- COMM 5350 Intercultural Communications
- ILC 5140 English for Speakers of Other Languages (ESOL) Methods

**Electives (3-6 credit hours)**

- ILC 5120 Advanced Skills: Comparative Linguistics
- ILC 5170 Seminars: Grammar and TOEFL
- ILC 5170 Seminars: Translating “America” (a comparative linguistics course)
- ILC 5170 Seminars: History of the English Language

**Emphasis in Teaching English as a Second Language**

The emphasis in teaching English as a second language (TESL) is designed for preK-12 teachers faced with non-English speakers in regular or bilingual U.S. classrooms. The program also provides a means for certified teachers to gain Missouri certification for English for Speakers of Other Languages (ESOL) while working on the M.A.T. In addition to the 9 credit hours of communication arts requirements, 12 credit hours from the following courses are needed:

- COMM 5030 Linguistics
- COMM 5040 Practicum in ESOL
- COMM 5220 Curriculum Development in Second Language Classrooms
- COMM 5230 Second Language Acquisition
- COMM 5350 Intercultural Communications
- COMM 5440 Integrated Language Arts
- ILC 5140 English for Speakers of Other Languages (ESOL) Methods

**Missouri ESOL Certification**

State certification is optional and is issued through Missouri’s Department of Elementary and Secondary Education (DESE). A valid Missouri permanent or professional certificate of license to teach (participants in the TESL program at Webster may be working toward the initial certificate, but will not receive the ESOL Certificate until the basic certificate is awarded) and two credit hours (which may be undergraduate credit) of Psychology and/or Education of the Exceptional Student (SPED 5860) and Teaching Reading in Content Fields (COMM 5920) are required for Missouri ESOL certification. In addition, the following coursework is required:

**Required (18 credit hours)**

- COMM 5030 Linguistics
- COMM 5040 Practicum in ESOL
- COMM 5220 Curriculum Development in Second Language Classrooms
- COMM 5230 Second Language Acquisition
- COMM 5350 Intercultural Communications
- ILC 5140 English for Speakers of Other Languages (ESOL) Methods

**Electives (3 credit hours)**

- COMM 5290 Interpersonal Communications
- COMM 5340 Language Arts Seminars: Teaching Language and Language Issues
- COMM 5440 Integrated Language Arts

Students interested in pursuing ESOL Missouri teacher certification should have their transcripts evaluated by the Webster University Certification Office at the time of admission into the program.
Course Descriptions

COMM 5000 Fiction, Nonfiction, and Poetry for Children (3)
This course is designed for teachers of pre-school and elementary students. The purpose of the course is to help teachers become familiar with the contemporary books in poetry, children's fiction, and nonfiction. Poetry from various decades will be read, discussed, and evaluated. Speakers, videos and response experiences (renderings, sharing of books, poetry writing, and reader response) will highlight the poetry portion. Media related to poetry presentation will be considered and evaluated. In children's fiction/nonfiction, some of the classics will be discussed and compared with later publications. Students will have choices in selecting their final project.

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

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

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

COMM 5040 Practicum in ESOL (3)
This practicum provides supervised field experience for students who are close to finishing their professional education courses for Missouri certification in ESOL or teaching English as a foreign language. Reflective thought, observation, discussion, and actual teaching will be used to expand participants’ teaching skills. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs of English language learners. Strategies and activities are designed to meet the instructional needs of individual students. Participants will also focus on interpreting and recommending curriculum materials and methods to encourage and help English language learners become proficient in their new language. Prerequisite: one core TESL/TEFL course.

COMM 5050 Community College Reading/ABE/ESOL (3)
The focus is on teaching in literacy programs or community college courses designed to improve the reading skills of adults. Strategies range from teaching the adult learner to decode to facilitating growth in higher levels of comprehension and critical thinking. The emphasis will be on needs of adult learners who may have had limited encounters with reading text for information and entertainment. Course prepares instructors to work with groups in ESL/EFL reading-writing classes and tutorial sessions in colleges, universities, and community programs.

COMM 5051 The Role of Narrative in Humane Education (3)
This course begins with an investigation of various perspectives (from cognitive science, philosophy/theology/literary theory/history, etc.) on the role of narrative in shaping our beliefs and values. Students will explore personal stories, literary stories, historical stories, mythology, and folklore as tools for integrating the principles of humane education in classrooms. Participants will develop a body of age-appropriate stories focusing on the relationships between humans and animals and explore strategies for using stories as vehicles for examining moral principles and decision-making.

COMM 5080 Study Skills (2)
This course covers a set of fundamental study skills that should be taught to all students before or during high school; it also covers interesting, innovative ways to teach these skills in and out of the classroom. Topics include note taking, learning styles, memory techniques, library research, and reading and writing skills outside of English class.

COMM 5090 Drawing (3)
Class members study drawings of human figures on a variety of levels: 3-D figure on a 2-D page, quality of line, qualities of shape and color, representational drawings, and abstract drawings.

COMM 5100 Painting (3)
Work revolves around the physical and psychological properties of color. Paintings exhibit the use of personal concepts and organization.

COMM 5110 Folktale (3-4)
Class members study American folktales, their characteristics, and motifs. Students examine folk sayings, superstitions, art, curves, 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 5120 Advanced Skills (3)
Class content varies. This topics course focuses on analytical and writing skills. It develops advanced proficiency in grammar (morphology and syntax), stylistics, composition, and/or translation. These courses are offered in French, German and Spanish and are taught in the corresponding target language. Prerequisite: permission of the instructor. May be repeated for credit if content differs.

COMM 5130 Advanced Listening and Discussion Skills in Languages (3)
Class content varies. This course focuses on listening comprehension, note taking, and oral skills. Current issues from a variety of German-, Spanish- or French-speaking countries are studied and discussed after viewing actual broadcasts. Cultural difference and awareness of national perspectives on news events are an important part of these courses. Classes are taught in the corresponding target language. Prerequisite: permission of the instructor. May be repeated for credit if content differs.

COMM 5140 Catalytic Drawing (3)
This course stresses personal expression and experimentation with a variety of media, and field experiences in which students are involved in on-site activities as well as studio projects.

COMM 5140 English for Speakers of Other Languages (ESOL) Methods (3)
This course develops understanding and appreciation for the nature of languages and language teaching and learning. Participants study the most recent developments in teaching techniques and materials, and become involved in on-site activities using them.

COMM 5150 Design (2-3)
Basic theoretical and practical factors are introduced relating to design in various dimensions, with primary emphasis on the visual. Participants discuss development of technical skills and practical suggestions for teaching design as they work on studio projects.
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ILC 5170 Seminars (3)
Seminar topics vary. This course develops cultural and literary proficiency at the advanced level. Classes combine a variety of skills with focus on either historical and cultural understanding or linguistic and stylistic appreciation. Classes are taught in German, Spanish or French. Prerequisite: permission of the instructor. May be repeated for credit if content differs.

ILC 5180 Methods of Teaching Languages (3-4)
This course develops understanding and appreciation for the nature of languages and language teaching and learning. Participants study the most recent developments in teaching techniques and materials, and become involved in on-site activities using them. Prerequisite: permission of the instructor.

COMM 5199 Teaching Writing (3)
Students will study current theories and practices of teaching writing as well as review the history of rhetoric. Based on contemporary theory and classroom realities, students will practice designing writing assignments, organizing courses and activities for writing, and assessing writing. They will also experience the actual process of composing by designing a writing process project.

COMM 5200 Independent Study (1-3)
M.A.T. students with special interests or needs not met by existing curricula may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already treats the subject. Prerequisite: permission of the coordinator. May be repeated for credit if content differs.

COMM 5210 In-Service Education (1-4)
Webster offers graduate in-service courses not part of the existing M.A.T. curricula but which provide experiences important to the academic and professional development of educators. May be repeated for credit when topic varies. The semester course lists identify specific topics. Prerequisite: prior written approval of the M.A.T. advisor.

ILC 5210 In-Service Education (1-4)
Webster offers graduate in-service courses not part of the existing M.A.T. curricula but which provide experiences important to the academic and professional development of educators. May be repeated for credit when topic varies. The semester course lists identify specific topics. Prerequisite: prior written approval of the M.A.T. advisor.

COMM 5220 Curriculum Development in Second Language Classrooms (3)
Participants will apply a curriculum planning process to the second language classroom. The planning will be based on local standards and legal requirements, informal assessment of children’s language, analysis and adaptation of published materials, and the creation of materials to meet identified needs.

COMM 5230 Second Language Acquisition (3)
Participants explore theories and models of second language acquisition. They learn about the emotional, social, and intellectual implications of the process of learning a second language. Students will analyze and compare first and second language acquisition and apply strategies related to second language learning in a cross-cultural setting.

COMM 5250 Ceramics (3)
The class content includes development of forms and activities for art teachers. Chemical structures, materials, the kiln, and firing procedures are an integral part of the course.

COMM 5260 Oral Communication (2-3)
In the first few sessions, students examine basic communication principles. Class activities and out-of-class assignments are designed to help students recognize common causes of communication problems and to expand their skills in dealing with them. The second part of the course builds on this knowledge as students practice more formal presentation skills.

COMM 5270 Visual Communication (2-3)
Students learn methods by which various types of information can be interpreted and presented visually. Because today’s students can “read” visual messages, just as they read written messages, educators must master the elements, structure, and tools provided to develop visual materials. Creation of video activities for the classroom and mastering basic video production techniques are emphasized.

COMM 5280 Written Communication (2-3)
Students experience writing as a process of discovery as they improve their writing skills. Exercises designed to focus on various purposes, occasions, and audiences help writers examine clarity, organization, style, and word precision.

COMM 5290 Interpersonal Communications (2-3)
This course entails both the self-analysis and classroom application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning.

COMM 5300 Reporting Research (3)
Students learn to gather and use research materials, integrate and document a variety of sources in their papers and presentations, evaluate conclusions from research, and apply findings to the work setting. The emphasis is on synthesizing research and understanding theoretical concepts that guide their professional practice. Three papers are required; content of papers will reflect student interest and/or area of study.

COMM 5340 Language Arts Seminars
Students become involved in a wide variety of activities designed to enhance the teaching of language arts in their classrooms. The courses listed are representatives of the workshop topics; other workshops are included in different semesters. May be repeated for credit.

Advanced Storytelling Across the Curriculum (3)
Storytelling is a way of using drama in the classroom through literature, creative movement, music, sound, and improvisation to develop interdisciplinary thematic units. Experiences are designed especially for teachers of pre-kindergarten through high school. Prerequisite: Storytelling Across the Curriculum or equivalent.

Creative Expression (3)
Participants explore a variety of art forms, including mime, mask, visual arts, improvisation, creative drama, movement, music, storytelling, writing, and poetry. Several art forms are blended for multimedia presentations.

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
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film/video as they discover ways to bring literature for young people to life. Participants incorporate interdisciplinary, thematic approaches to literature to enrich curriculum K-12.

Linguistics (2-3)
This course presents some of the various divisions in the field of linguistics from language origins and acquisition through the history of English. The study of dialect is also included. Through various readings, activities, writings, and discussion, the students will become more aware of language and more informed about its history, its character, and its power. Students will also create instructional activities designed to make their students more aware and more proficient in the use of language.

Media Literacy (2-3)
What messages are being conveyed through the channels of mass communication? How do these messages affect our behavior? Media literacy has emerged as an established field of study within the international academic community. This course prepares students to become discerning and selective consumers of media and explores exciting ways of discussing media in the K-12 classroom.

Oral Interpretation of Literature (3)
Through exploration and preparation of selections for oral presentation, students experience sensory and intellectual response to literature. Laboratory sessions, group readings, and individual performances aim to develop the understanding and skills to communicate literature orally.

Poetry Writing (2)
Students should be committed to exploring the process and techniques of their own poetry and joining in critical discussions with others engaged in the same process. Focus is on the development of individual style. No previous poetry-writing experience is required.

Role of Narrative in Humane Education
This course begins with an investigation of various perspectives (from cognitive science, philosophy, theology, literary theory, history, etc.) on the role of narrative in shaping our beliefs and values. Students will explore personal stories, literary stories, historical stories, mythology, and folklore as tools for integrating the principles of humane education in classrooms. Participants will develop a body of age-appropriate stories focusing on the relationships between humans and animals and explore strategies for using stories as vehicles for examining moral principles and decision-making. This course is recommended for elementary and middle school teachers although other participants are welcome.

Storytelling Across the Curriculum (3)
This course enables students to polish their storytelling skills as they develop a repertoire of material from a variety of genres: personal and original stories, folk fairy tales, literary tales, myths, and sagas. This course focuses on storytelling as performance art, often using movement, music, mime, puppets, story theatre, visual arts, and other media. Students also explore and document uses of storytelling as a motivational classroom teaching tool and design interdisciplinary thematic storytelling units.

Teaching Language and Language Issues (3)
This course presents some of the various divisions in the field of linguistics from phonology and grammar to doublespeak, including speech theory and oral performance. Films, readings, and oral presentations will be the academic foundations for the study of linguistics in this class. Students will also create instructional activities that are designed to make their students more aware and proficient in the use of language.

Teaching the Language Arts with Computers (2)
Students learn methods of using computers to support instruction in the development of reading, writing, speaking, listening, and observation skills. Participants discuss small group, whole class, and individualized applications.

Technology and Thinking Skills (2-3)
This is a course on developing students’ thinking skills using new video and computer technologies. These technologies include interactive video, expert systems, and software, with emphasis on equipment and software available in most schools. Concepts and strategies for using these technologies in developing critical and creative thinking are examined. Previous experience with the technologies is not necessary.

Workshop in Drama (2)
Participants are actively involved throughout the three major phases of the course: (1) pre-drama activities that expand sensory and body awareness, concentration, imagination, and nonverbal communication; (2) informal, spontaneous drama; and (3) the use of drama as response to literature.

Writing and Composition Instruction Using Computers (2)
Students in this course examine methods for applying word processors and other computer programs to support writing and composition instruction. Students discuss organizing instruction in laboratory or classroom settings.

Writing for Teachers and Young Readers (2)
This class for teachers interested in writing for children focuses on how autobiographical material and life experiences can be transformed into fiction and nonfiction. The course combines lectures, hands-on experience with writing activities, and group discussion. The course focuses on material for middle grade and young adult readers. Tools and strategies for encouraging creative writing and inspiration in the classroom are provided.

COMM 5350 Intercultural Communications (3)
In order to function effectively in an interdependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education.

COMM 5390 Literature Seminars
Some semesters the seminars focus on the interpretation and criticism of specific literary forms. Other semesters the seminar crosses genres to concentrate on specialized themes in literature. May be repeated for credit if content differs.

American Autobiographical Writing (2-3)
Students study five complete American works: Frederick Douglass’s Narrative; Whitman’s “Song of Myself”; Richard Wright’s Black Boy; Elie Wiesel’s Night; one chosen by students; and excerpts from Ben Franklin, Emily Dickinson, and others. Participants consider each work in its own right, in relation to other works, and as teaching material.

American Novel (2-3)
This course focuses on the development of the American novel and recurrent American themes. Students read and discuss five or six novels and the related contemporary criticism, considering each work in its own right, in relation to other works, and as teaching material.

American Poetry (2-3)
Students explore the trends in American poetry, from its Native American and Puritan origins through its contemporary forms. Major poets are read and discussed in light of literary history and critical theory and in terms of readers’ responses. The information and skills gained in this course are applicable to the reading and teaching of literature at many levels and for many abilities.
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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.

Contemporary World Literature (2-3)
Participants delve into fiction, poetry, and drama since World War II that thematically and artistically reflect concerns distinctly different from those commonly expected by members of post-World War II America. Emphasis is on the literature of Eastern and Western Europe and South America.

Modern English Literature (3)
Students examine major developments in twentieth-century English literature—their common ground and points of departure. Discussions focus on the writers’ methods as artists, in addition to other concerns about content and theme. The emphasis is on fiction.

Poetry (2-3)
Students share poems in an informal way, with an emphasis on developing meaningful personal attitudes toward poetry. Students consider the imaginative, emotional, and sensory experiences that can lead to the making of a poem. Students also discover new ways of presenting poems in the classroom.

World Literature (3)
Students study several major documents of world literature, spanning three millennia. The basic argument of the course is that there are fundamental human documents to be read and studied, that the few included in our course are some of them, and that these are eminently teachable works.

COMM 5400 Printmaking (3)
Students in this course learn the skills and techniques of printmaking, serigraphy, and silkscreen.

COMM 5410 In-Service Topics (1-3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses may be approved for the M.A.T. with prior written approval of the student’s advisor. May be repeated for credit if content differs.

COMM 5430 Serigraphy (3)
This is a survey of stencil techniques, including photographic processes using newly developed, water-based printing materials.

COMM 5440 Integrated Language Arts (3)
Students look at various ways to integrate language arts in the K-12 curriculum. Speakers, films, and activities highlight listening, acting, speaking, reading, writing, viewing, and thinking as separate, cumulative communication skills.

COMM 5460 Curriculum Design (3)
This course is required for all M.A.T. degree-seeking students. It is designed to help individuals plan learning experiences. Topics included in discussion are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to a particular teaching situation.

COMM 5480 Advanced Composition (2-3)
Students in this class give attention to the clear and orderly development of ideas, development of the writer’s style, and analytical skills in composition, emphasizing research and professional writing, with a majority of time devoted to individual writing.

COMM 5490 Seminars in Reading Instruction (2-3)
Seminars are designed to focus on contemporary research and classroom application of these data. Different topic descriptions may be repeated for credit.

Literacy as Empowerment—International Perspectives (2-3)
This course is an investigation of the role of “literacy learning” in other countries. Students explore implications for their own teaching so they can deepen understanding of the dynamics inherent in social, political, and academic arenas. Methods/materials from classrooms are reviewed, and each student will focus on an area (emergent literacy, adult literacy, “illiteracy” or “alliteracy,” gender-related issues) and a country to research for a class report.

COMM 5510 Artists Are Alive and Well (1-2)
Through a varied selection of activities and close student-artist contact, the students study the art of the past and present. In addition to slides, lectures, and museum and gallery tours, students have the opportunity to visit individual artists’ studios and private collectors’ homes not normally open to the public. This course may be offered at various locations such as St. Louis, Kansas City, or Vienna. May be repeated for credit if content differs.

COMM 5520 Communications Seminars
Communications workshops allow participants to explore various aspects of the communication process. May be repeated for credit if content differs.

Communication for Teachers (3)
This course is an extension of materials and methods covered in COMM 5260 Oral Communication. Completion of COMM 5260 Oral Communication is a suggested prerequisite for this course, but is not required. Topics covered include communicating with administrators, peers, and students; negotiation of conflicting needs; conducting parent-teacher conferences; communicating in and with families; school-related communication issues for children coping with divorce; facilitating school meetings and giving presentations; and conducting teacher workshops and in-service programs.

Writing Across the Curriculum (2-3)
Students examine and experience realistic ways to initiate the writing process—prewriting, writing, rewriting, editing, and evaluating. A history of teaching writing from Cicero to Elbow prepares teachers for classroom activities.

Ways of Seeing (2)
Ways of Seeing gives students a chance to explore seeing as a sensory, perceptual, imaginative, psychological, artistic, cultural, idiomatic, literary, and journalistic experience.

COMM 5530 Technology and Teaching (3)
This course is a nontechnical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives.

COMM 5550 Aesthetic Education Workshops (1-3)
Aesthetic education workshops are designed for elementary and secondary teachers interested in developing artistic skills and curricula that 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 Catalytic Drawing (3)
Prerequisite: COMM 5140 or permission of the instructor.

Advanced Ceramics (1-3)
This is a continuation of COMM 5250 Ceramics. Further development in throwing techniques, glaze development, firing, and general kiln handling are emphasized.

Advanced Drawing (3)
Prerequisite: COMM 5090 or permission of the instructor.

Advanced Painting (3)
Style and theme development are the focus of the course. The individual develops a major work that illustrates point of view and demonstrates competency in a particular area.

Advanced Printmaking (3)
In this class students develop skills and techniques of printmaking, serigraphy, and silkscreen printing and explore alternative possibilities within each process.

Art for Elementary School Teachers (2-3)
Focus of this course is the young child’s relationship to the world, creative power in children, early education in the visual arts, effective presentation of art materials, and the roles of parents and teacher in encouraging art expression.

Art History and Aesthetics (2-3)
This course focuses on art history and aesthetics and how they interrelate to produce sequential learning experiences in and out of the classroom. Teachers are asked to look at ways art and the humanities can relate to other arts, other subject areas, and the history of ideas.

Criticism and Studio Production (2)
Students are encouraged to develop a personal idiom in art and work on individual projects that emphasize personal attitudes, interests, and viewpoints. A wide range of materials are explored and explained. The creative process is reviewed, with emphasis on making art projects and creative expression accessible to all students in all grade levels.

Making Music in the Classroom (3)
This course is designed for teachers who want to integrate music into general classroom curriculum but feel they lack time and, perhaps, talent. Class members discuss using music to teach and reinforce other subjects; the course introduces teachers to a myriad of contemporary resources for children’s music. Previous music background is not a prerequisite.

Papermaking (3)
This workshop in creative papermaking features sheet making, paper casting, and model techniques.

Sculpture (1-3)
The focus of this course is to teach simple but meaningful hands-on art experiences to the teacher, with emphasis on integrating the art experiences with regular academic studies in language arts, science, history, mathematics, and social studies.

COMM 5630 The Humanities Connection (1-3)
This course is designed for elementary and secondary teachers and assists them in selecting appropriate humanities materials for their grade level. Course content emphasizes fine arts—their study in the historical setting; aesthetics and the aesthetic valuing process; and the nature of creativity. Participants discuss all concepts regarding fine arts’ applicability to the existing subject matter curricula.

COMM 5640 Communication through Art Forms (2-3)
This course brings students in contact with many of the leading themes, styles, and media of artistic communication. Students explore the roles of visual arts, music, creative drama, and movement in fostering the physical, emotional, social, and cognitive well-being of individuals in school communities.

COMM 5670 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.

COMM 5750 Special Institute (2-3)
Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the communications arts program. Detailed current information appears in the specific semester course offerings. May be repeated for credit if content differs.

COMM 5790 Photography (3)
This course includes a study of photographic art and introduces principles of still photography and darkroom work. The student completes an assignment in photojournalism using the 35-mm format.

COMM 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for COMM 5460 Curriculum Design.

COMM 5810 Experiments in Learning (3)
Each participant becomes involved in a variety of learning modes and, through experiencing these modes, better understands his or her own learning style and becomes sensitive to the learning styles of others.

COMM 5820 Foundations in Reading Instruction (2-3)
This course will focus on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs graduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading. Counts for reading certification. Prerequisite: enrolled in initial certification program or permission of reading coordinator.

COMM 5830 Emergent Literacy (2-3)
Students explore theories and practices of literacy learning. Graduate students engage with community, school, and family resources to identify current teaching strategies and instructional methods. Topics for study include: Contexts of Literacy, Parents and Preschoolers as Emerging Readers, Whole Language and Constructivism as a guiding philosophy, Family Education, and Special Programs. Students learn to provide a supportive environment with direct and indirect approaches for promoting phonemic awareness with a focus on meaning and understanding structures of language in the printed text. An emphasis on stages of development and methods of assessment will provide a background for teaching in early childhood and elementary settings. This course has been approved for certification in early childhood. May be counted toward an emphasis in reading. (Not counted as a method’s course for Elementary Education or Reading Certificate.)
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COMM 5840 Reading and Writing as Cognitive Processes (2-3)
This course is designed for teachers to experience the reading-writing connection and develop methods for teaching. Teachers are provided with the opportunity to study, experience, and develop effective strategies for their classrooms. Emphasis is given to early reading instruction, but an integrated focus includes the literacy needs of students of all ages and abilities. This course counts for initial elementary or early childhood certification.

COMM 5850 Reading and Literature Study Groups (2-3)
Classroom teachers grades K-6 are provided the rationale and information for developing a literature-based reading curriculum. Various techniques for establishing literature study groups at different grade levels, identifying literature found successful in promoting student-directed discussions, and for evaluating student growth will be considered. Students will select and implement appropriate strategies for classroom activities, maintain reader-response journals, and participate with other graduate students in literature study groups. Special emphasis will be on literature across cultures and ways to facilitate the understanding and appreciation of diversity. This course counts for initial elementary certification.

COMM 5880 Survey Reading Course for Secondary Teachers (3)
This course includes reading techniques and study strategies for teachers of students in grades 6-12. A major emphasis is communication of concepts in content areas.

COMM 5900 Reading Seminars (1-3)
The content of various topics is focused on methods and technologies necessary for promoting reading development, increasing knowledge of fiction and nonfiction, and establishing positive attitudes toward literacy grades K-12. Topics offered include the study of genres, adolescent literature, children’s literature, and strategic approaches for constructing meaning in reading and composing. May be repeated for credit if content differs.

COMM 5920 Teaching Reading in Content Fields (2-3)
A broad spectrum of reading strategies necessary for understanding text (e.g., predicting, confirming, questioning, and comprehending) are addressed. Participants study the different kinds of reading required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments, and dealing with nonproficient readers. A content area unit is part of the course evaluation and includes vocabulary as well as prereading, during reading and post reading strategies in addition to formative and summative assessments. This course is used for middle school and secondary certification.

COMM 5930 Investigations in Reading, Intermediate (2-3)
Emphasizes reviewing research and methods related to the teaching of reading in grades 4-6. Participants are assisted in pursuing topics of personal interest in individual investigative projects. Counts for initial elementary certification and reading specialist 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 M.A.T. graduate with special interests or needs not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. Prerequisite: student must be an M.A.T. graduate. May be repeated for credit if content differs.

COMM 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (A.G.C.) project is the culminating experience in the A.G.C. program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an M.A.T. class, a school district, a local board of education, or a community group; a paper or research project that might be published or distributed within an appropriate school, a community group, or a large audience; or an action project designed and implemented within the student’s place of employment. Prerequisite: permission of the A.G.C. coordinator.
Program Description

Students pursuing early childhood education in the M.A.T. program study young children and their families from an ecological perspective. The emphasis is on the integration of knowledge of child development, relationships with families and community, developmentally appropriate practice, and the curriculum content areas.

Students can develop a specialized focus on infants and toddlers, preschool-age children, kindergarten, early primary, or parent education through specific courses, projects within courses, practica, and individualized planning of action research or curriculum development.

Students learn to identify developmental needs and design appropriate educational plans for children who are "typically developing," as well as those who have special needs. Strategies for meeting the needs of all children in the least restrictive environment are emphasized. Throughout this major, students explore methods of consultation and collaboration among teachers, therapists, parents, and others involved in providing services to young children.

Early Childhood Education Candidate Learning Goals

1. To demonstrate competence as a teacher researcher through ability to observe, document, and analyze children’s ideas, learning processes, and actions.
2. To apply an interdisciplinary, collaborative, and ecological systems-oriented approach to early education that encourages family and community participation.
3. To create curriculum that is grounded in an understanding of subject matter, developmental theory, and ongoing research; that is responsive and respectful of diverse learners and their families; that considers the physical and social contexts of learning; and that promotes inquiry and multiple forms of expression.
4. To demonstrate professionalism through communication and collaboration with colleagues, families, children, and community leaders; and through understanding and respect for self and others.

Requirements

After completing 9 credit hours within an M.A.T. major, all M.A.T. degree-seeking students are required to be advanced to candidacy. Please refer to the Advancement to Candidacy section in this catalog for specific guidelines.

Early childhood education majors are required to complete 33 credit hours, including at least 21 credit hours in early childhood courses. All must take the following required core courses:

- ECED 5510 Cognitive Development: Implications for Early Education 3 hours
- ECED 5670 Sociomoral Development: Implications for Early Learning 3 hours
- ECED 5800 Applied Research, or ECED 5460 Curriculum Design 3 hours
- ECED 5880 Integrating Resources: Community, Schools, and Family 3 hours

In addition, early childhood education majors are required to complete 9 credit hours from the following courses:

- COMM 5000 Fiction and Poetry for Children 3-4 hours
- COMM 5340 Language Arts Seminar: Storytelling Across the Curriculum 3 hours
- COMM 5340 Language Arts Seminar: Creative Expression 3 hours
- COMM 5340 Language Arts Seminar: Developing Language Skills through Puppetry 3 hours
- COMM 5440 Integrated Language Arts 3 hours
- COMM 5820 Foundations in Reading Instruction 2-3 hours
- COMM 5830 Emergent Literacy 3 hours
- COMM 5910 Investigations in Reading: Primary 3 hours
- ECED 5010 Foundations of Early Childhood Education 3 hours
- ECED 5820 Creating Learning Environments 3 hours
- ECED 5830 Topics in Early Learning 3 hours
- ECED 5840 Issues in Parenting 3 hours
- ECED 5850 Practicum in Early Childhood Education 2-4 hours
- ECED 5860 Multicultural Perspectives in Early Childhood Education 3 hours
- EDUC 4730 Language Development for Students 3 hours
- EDUC 4740 Child Development II 3 hours
- EDUC 4770 Assessing Young Children 3 hours
- EDUC 4790 Assessment for Intervention of Infants and Young Children 3 hours

Emphasis in Inclusive Education

The emphasis in inclusive education is designed to provide classroom teachers and regular and special educators at the preschool, elementary, and secondary levels with the knowledge base, practical applications, and strategies necessary for implementing a successful inclusive education program appropriate to the diverse needs of students in today’s regular classroom. This emphasis will enable practicing teachers to investigate issues and examine strategies that relate to the education of all students, regardless of ability, in their local school. In addition to the 21 required early childhood credit hours, students must complete at least 9 credit hours of appropriate coursework related to inclusive education.

The following two courses are required for the area of emphasis in inclusive education:
- EDUC 5080 Planning for the Inclusive Classroom 3 hours
- EDUC 5090 Curricular and Instructional Adaptations 3 hours

In addition, students select one course from the following courses:
- SPED 5250 Behavior Management for Children with Special Needs 3 hours
- SPED 5260 Career Preparation for Students with Special Needs 3 hours

Locations

All M.A.T. courses are offered at the home campus in St. Louis.
Early Childhood Education

SPED 5270 Advocating for Persons with Disabilities* 3 hours
SPED 5290 Collaboration and Cooperative Teaching* 3 hours
SPED 5300 Communicating with Families and Disabled Persons 3 hours
SPED 5330 Legal Issues in Special Education 3 hours
SPED 5370 Educating Students with Physical and Health Impairments* 3 hours
SPED 5480 Learning and Behavior Problems in the Classroom 3 hours

These courses are also offered as ECED 5830 Topics in Early Learning.
See Special Education course listings for course descriptions.

Teacher Certification in Early Childhood/Early Childhood Special Education (Missouri)
Early childhood education majors may receive an initial or added teaching certificate in early childhood education and/or early childhood special education. Students should contact their advisor or the Webster Teacher Certification advisor.

Course Descriptions
Note: Other M.A.T. courses with the EDUC prefix are listed under Multidisciplinary Studies and Special Education. Undergraduate EDUC courses (those with a number below 5000) are listed in the Undergraduate Studies Catalog.

ECED 5010 Foundations of Early Childhood Education (3)
This course focuses on the historical, psychological, philosophical, and social foundations of early childhood education. Theories and research in child development and education are integrated with practical knowledge. Students examine forces that shape the future of early childhood education and the role teachers play in that future.

ECED 5040 Program Models in Early Childhood/Early Childhood Special Education (3)
This course is focused on programs developed for the early childhood and special education populations. Students examine philosophy, theoretical framework, curriculum, methodology, role of the teacher, role of the child, service delivery systems, and parent involvement. Students replicate portions of specific models as well as develop teaching strategies that would be characteristic of particular models. Special attention is given to models for mainstreaming the special needs child. Prerequisites: ECED 5010 or permission of the early childhood program coordinator.

ECED 5200 Independent Study (1-3)
M.A.T. students with special interests or needs that are not met by existing courses may request that a member of the faculty supervise an independent study. Together, the student and faculty member decide on the content of the independent study and the criteria for evaluation. This course may be repeated for credit if content differs.

ECED 5410 In-Service Topics (1-3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the M.A.T. degree with prior approval of the student’s advisor. May be repeated for credit if content differs.

ECED 5460 Curriculum Design (3)
Concurrent registration in ECED 5850.02 Preprimary Practicum and ECED 5850.03 Primary Practicum
This course combines a theoretical and experiential investigation of curriculum for children ages birth through eight years, with primary emphasis on pre-kindergarten through the elementary grades. It emphasizes the roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn how to develop curriculum projections that are based on 1) ongoing documentation and study of children’s current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Emphasis is placed on continuity of learning experiences for children, integration of subject matter, knowledge through project studies and daily life experiences, and a negotiated learning process, which allows children and teachers to adjust and readjust their expectations through ongoing questioning and reorganization of experiences. Prerequisites: ECED 5010 Foundations in Early Childhood Education, EDUC 4740 Child Development II, and. ECED 5850.01 Infant Toddler Practicum.

ECED 5510 Cognitive Development: Implications for Early Education (3)
Students examine foremost theories and current research in the area of cognitive development. These include: the construction of knowledge, symbolic and language development, and the effects of handicapping conditions on development. Participants explore curriculum implications for early education of children from birth through eight years of age. They examine the cognitive and representational goals of Project Construct and their implications for curriculum and assessment.

ECED 5670 Sociomoral Development: Implications for Early Learning (3)
Students examine theories and research in the areas of sociomoral development of children. The integral linkage of these aspects of development with children’s intellectual development is addressed. Curriculum implications for normally developing children, as well as children with disabilities, are explored. Emphasis is placed on interactions that foster mutual respect and trust with adults and children, the development of self-regulation, self-esteem, social knowledge and competence, cooperation and collaboration, and positive dispositions toward learning. The sociomoral goals of Project Construct and their implications for curricular and assessment are examined.

ECED 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisite: advancement to candidacy.

ECED 5820 Creating Learning Environments (3)
This class is planned to help the teacher use knowledge of children and their needs in creating a total school environment conducive to optimum development. Students review many materials and plan centers of interest.

ECED 5830 Topics in Early Learning
These courses are designed for educators who work with children from birth through age eight and/or their parents. Additional topics will be added as developments occur in the field of early learning and as teachers who are working in this area indicate their interests and concerns. This course number may be repeated for credit with different topic designations. Examples of offerings in this area are:

Administration of Early Childhood Programs (3)
This course introduces students to crucial issues in administering early childhood programs. These include public policy and regulation, management theory and leadership styles, new program development, protection of children in and out of home care, quality and affordability, staff development and supervision, and legal issues.
Early Childhood Education

Art and the Young Child (3)
This course emphasizes art as a natural form of communication for the young child. Current research on art for the young child will be studied and discussed. We will review the effectiveness of the teacher as facilitator in art activities for children, and explore ways to incorporate art into the basic curriculum. As a class we will discover resources for supplies and ideas, and reflect on our present art activities.

Creative Expression and the Young Child (2)
In this course, participants explore the role of the teacher in developing climates and media that are conducive to creative behavior. Visual arts, drama, puppetry, music, and storytelling/language arts are the topics that will be discussed. Theories of creativity will be explored, and emphasis will be on how to nurture and promote creative expression in young students.

Early Childhood Issues (3)
Students will thoughtfully and critically examine major issues, trends, controversies, and challenges in early childhood education, surrounding practices, policies, and professional development. They will gain in-depth knowledge of the key dimensions of a chosen topic by conducting an individual analysis grounded in theoretical principles, professional literature, and personal experiences.

Infant-Toddler Programming and Development (3)
This course focuses on development beginning with the fetus and progressing through toddlerhood. Students examine research and developmental theories, with emphasis on the implications in the curriculum for caregiving, play and learning, attachment, partnership with parents, health, safety, and nutrition. This course examines both normal infants and toddlers, as well as those with special needs.

Math and 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 focuses on children's mathematical learning in pre-kindergarten through third grade. Prerequisite: ECED 5460 Curriculum Design.

Negotiated Learning (3)
This course focuses on the central role of documentation in the social constructivist approach to early learning that has emanated from the infant-toddler and preschool programs of Reggio Emilia, Italy. Students will explore multiple ways to observe and document the learning experiences of young children and then study that documentation to determine how to support children's thinking and negotiate learning. Documentation is used to improve discourse by serving as a database for reflective teaching. Documentation and discourse enable teachers to generate designs for future learning experiences that have continuity with children's thinking and prior experience. Together, these three components of documentation, discourse, and design define a negotiated learning process that involves continuous action research of teaching and learning.

Program Models in Early Childhood Education (3)
This course focuses on programs developed for the early childhood and special education population. Students examine philosophy, theoretical framework, curriculum, methodology, role of the teacher, role of the child, service delivery systems, and parent involvement. Students replicate portions of specific models as well as develop teaching strategies that would be characteristic of particular models. Special attention is given to models for mainstreaming the child with special needs.

ECED 5840 Issues in Parenting (3)
This course is designed to expose students to the development and use of a variety of effective techniques for interacting with parents of young children. Students explore situations such as parent-teacher conferences, parent meetings, the use of parents as volunteers, and parents as policymakers. Attention also focuses on needs of the single parent, the student parent, parents working outside the home, foster or adoptive parents, and the older parent.

ECED 5850 Practicum in Early Childhood Education (1-4)
This practicum offers a variety of options for placement and focus for learning. Students may participate in programs for infants and toddlers, preschool-age children, kindergarten, early elementary, early childhood special education, or parent education. The learning focus may be on child development, curriculum, applied research, administration, and/or parent education. Prerequisite: permission of the early childhood coordinator. This course may be repeated for credit.

ECED 5860 Cross-Cultural Perspectives in Early Childhood (3)
This course addresses the contributions of diverse cultures within the society of the United States. Students will examine and analyze racism, sexism, ageism, and ability levels with the schools and community. This course will also focus on diversity among groups of people and individuals based on ethnicity, socioeconomic status, family structure, exceptionality, 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 5880 Integrating Resources: Community, Schools, and Family (3)
This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. They study methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships. They review models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts.
Educational Technology

Program Description
The educational technology major provides educators with a broad-based expertise of technology in education. Both theory and practical knowledge for applying technologies are integrated in the program. Methodology, technology infusion into curriculum, and student-oriented learning processes are stressed.

Educational Technology Goals
The Educational Technology Major uses the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Teachers (NETS) as our goals. The six standards are listed below.

2. Planning and Designing Learning Environments and Experiences. Teachers plan and design effective learning environments and experiences supported by technology.
3. Teaching, Learning, and The Curriculum. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. Assessment and Evaluation. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Productivity and Professional Practice. Teachers use technology to enhance their productivity and professional practice.
6. Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Requirements
Educational technology majors are required to complete 33 credit hours, including at least 21 credit hours in educational technology courses. All majors must take the following required courses:

EDUC 5460 Curriculum Design 3 hours
Twelve credit hours of advanced-level EDTC courses, using at least two different course numbers, from the following:
- EDTC 5250 Programming Languages (any topic)
- EDTC 5290 Media Applications (any topic)
- EDTC 5330 Theoretical Perspectives (any topic)
- EDTC 5560 Internet Applications (any topic)
- EDTC 5630 Advanced Topics in Classroom Technologies (any topic)
- At least 6 additional credit hours in EDTC, excluding EDTC 5210 and EDTC 5410
- At least 12 additional credit hours of M.A.T. courses.
- Students may select EDTC courses, 5210 or 5410 courses, or other M.A.T. major courses.

A special form must be completed by the student at the time of application and approved by the Educational Technology Coordinator before acceptance into the M.A.T. educational technology program.

After completing 9 credit hours within an M.A.T. major, all M.A.T. degree-seeking students are required to be advanced to candidacy. Please refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

Transfer of Credit
Only courses in educational technology that are a part of a graduate degree program at the host university will be considered for transfer toward an M.A.T. degree in educational technology.

Course Descriptions
EDTC 5010 Introduction to Technologies for Educators
The courses listed below are designed as an introduction to a variety of technologies used by educators. This course may be repeated for credit if the content differs.

Classroom Technologies (3)
This course is intended as a broad-based introduction to technology. This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the elementary and secondary school classrooms. Topics include an introduction to media literacy, evaluation and integration of software into the curriculum, and the impact of technology on the teaching/learning process. Technologies presented include: multimedia, video-disks, Internet, and electronic communications (video, audio, and data). Emphasis is on learning to use software and multimedia applications in the classroom.

Applications Software (2)
This course is intended for experienced computer users. This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the elementary and secondary school classrooms. It provides an in-depth explanation of applications software packages including word processing, database, spreadsheet, desktop publishing, authoring, and presentation software. E-mail and Internet software will also be used. Other elements covered are criteria for good software evaluation, the impact of technology on the teaching/learning process, and copyright and licensing issues. Emphasis is on the implementation of applications software in the classroom.

Multimedia Applications (2)
This course is intended for experienced computer users. This is a hands-on, project-based course designed to help educators use technology creatively and effectively in support of curriculum in the elementary and secondary school classrooms. It provides an in-depth explanation of multimedia applications including the use of VCRs, CD-ROM, laser disc players, scanners, camcorders, and digital cameras in lesson planning and preparing presentations. Means of presentation including LCD panel, TV monitor, and other projection devices will be explored. Other elements covered will be modems, classroom environments (one-computer, clas-
EDTC 5030 Topics in Classroom Technologies
The courses listed below are designed to expose students to particular classroom applications or issues on the use of technology. This course may be repeated for credit if the content differs.

Internet for Educators (2)
Students will learn how to integrate Internet resources into their curriculum. Students will identify useful Internet resources and explore a variety of techniques for using these resources in their classroom, as well as for their own professional growth. Prerequisite: ability to navigate the Internet or permission of the Educational Technology Coordinator.

EDTC 5060 Educational Software
The course listed below examines educational software useful in mastering specific content areas or in developing particular skills. Utility packages may be covered. This course may be repeated for credit if the content differs.

EDTC 5070 Desktop Publishing
The course listed below allows students to master a desktop publishing package and to create materials using this package. This course may be repeated for credit if the content differs.

PageMaker (2-3)
Students will learn PageMaker basics and learn the essentials of incorporating word processing and graphics in the design of publications.

EDTC 5100 Teaching with Technology: Methods and Materials (2-3)
This course is designed with a focus on developing curriculum materials infused with technology. Participants will design curriculum for their particular content area integrating technology into the student learning experience. Topics included in discussion are research regarding learning, models of curriculum design, assessment methods, and current/future technology. Participants will utilize technology in the creation of all course projects. This course may be used by math and educational technology students as a substitute for the Curriculum Design requirement. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

EDTC 5180 Applications Software
The courses listed below examine specific applications software, such as word processing, database, and spreadsheet packages. This course may be repeated for credit if the content differs.

Microsoft Office (2-3)
This course covers the basic software applications of Word, Excel, PowerPoint, and other supporting programs using Microsoft Office. Use of these applications as an instructional and managerial tool in an educational setting is emphasized.

EDTC 5190 Topics in Classroom Media
The courses listed below examine particular media issues and provide hands-on applications as they relate to education. This course may be repeated for credit if the content differs.

Instructional Media (2-3)
This course provides opportunities for discussion and hands-on production of instructional media that translate into practical knowledge for educational environments. Production and use of graphics, audiovisual, and videotape are covered. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Instructional TV and Video (2-3)
This course focuses on the strategies and tools for using instructional TV, cable programming, and other videotape material in the classroom. Students will learn to effectively select programs, target learning objectives, and design and implement activities using cable and television. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Media Literacy (2-3)
What messages are being conveyed through the channels of mass communication? How do these messages affect our behavior? Media literacy has emerged as an established field of study within the international academic community. This course prepares students to become discerning and selective consumers of media and explores exciting ways of discussing media in the K-12 classroom.

Multimedia for Elementary Teachers (1)
Learn how elementary students can create simple multimedia reports without a lot of expensive equipment. Students will create presentations involving text, pictures, sound, animation, and video.

EDTC 5200 Independent Study (1-3)
M.A.T. students with special interests or needs that are not met by existing courses may request that a member of the faculty supervise an independent study. Together, the student and faculty member decide on the content of the independent study and the criteria for evaluation. This course may be repeated for credit if the content differs. Prerequisite: permission of the Educational Technology Coordinator.

EDTC 5210 In-Service Education (1-4)
These courses are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. This course may be repeated for credit if the content differs. Prerequisite: permission of the Educational Technology Coordinator.

EDTC 5250 Programming Languages
The courses listed below are designed to provide experience in computer programming with an emphasis on educational applications. This course may be repeated for credit if the content differs.

C++ (3)
This course introduces programming in C++ emphasizing educational applications.

Visual BASIC (3)
This course introduces programming in Visual BASIC emphasizing educational applications.

EDTC 5290 Media Applications
The courses listed below examine particular media issues and provide hands-on applications as they relate to education. This course may be repeated for credit if the content differs.

Electronic Portfolios for Educators (2-3)
Participants in this course plan, design, build, and evaluate professional electronic portfolios. Emphasis will be on teachers’ portfolios that showcase abilities and experiences, highlight achievements, and provide a means of assessment. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.
Educational Technology

Multimedia Programming (2)
This course serves as an introduction for educators to multimedia programming. Students will create multimedia projects for use in their classrooms. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Advanced Multimedia Programming (2)
This course provides more in-depth knowledge and experience of multimedia programming. Students will create multimedia projects for use in their classrooms. Prerequisite: Multimedia Programming or permission of the Educational Technology Coordinator.

EDTC 5330 Theoretical Perspectives
The courses listed below provide a foundation in educational technology theory that complements practice. This course may be repeated for credit if the content differs.

Computer and Information Systems (3)
This course is for educators for whom the computer will be an everyday tool. This course covers core concepts of computers and information systems in order to be able to use the computer competently. Information is presented on the capabilities of computers that users can apply at work, home, and school. Topics covered will include computer development; input, processing, storage, and output hardware; software development; programming languages; communications; connectivity; systems development; database management; information management; ethics; privacy; security; and purchasing and maintaining a computer system.

Constructivism and Technology (2-3)
Participants learn about the inquiry-based, active learning, and other components of constructivism. Emphasis is on ways to use technology tools for curricular and instructional applications that use this teaching approach. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Instructional Design (2-3)
Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This culminating course allows participants to create a comprehensive instructional project in their own content area. This project will reflect their knowledge of learning theory, teaching strategies, leading-edge technology, and performance assessment. Students will have “hands-on” experience with leading-edge technology to assist them in instructional design processes. Prerequisite: Curriculum Design or permission of the Educational Technology Coordinator.

EDTC 5410 In-Service Topics (1-3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. This course may be repeated for credit if the content differs. Prerequisite: permission of the Educational Technology Coordinator.

EDUC 5460 Curriculum Design (3)
This course is designed to help individuals plan learning experiences. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

EDTC 5560 Internet Applications
The courses listed below are designed to provide experience in Internet applications in educational settings. This course may be repeated for credit if the content differs.

Building Web Pages (2-3)
This course is designed to teach educators how to use hypertext markup language (HTML) to design and create Web pages for use in educational settings. Students will learn how to use HTML, tags, links, and attributes for a basic understanding of publishing HTML documents. Prerequisite: ability to navigate the Internet or permission of the Educational Technology Coordinator.

Advanced Web Pages (2-3)
This course provides more in-depth knowledge of Web pages. Students will gain more experience creating Web pages for use in educational settings. Prerequisite: Building Web Pages or permission of the Educational Technology Coordinator.

JavaScript (2-3)
The integration of HTML with JavaScript enhances Web page usage in the classroom. Students learn how to add special features and make interactive Web pages. Students learn how to build Web pages with forms, tables, and database search functions. Prerequisite: Advanced Web Pages or permission of the Educational Technology Coordinator.

EDTC 5630 Advanced Topics in Classroom Technologies
The courses listed below are designed to further the student’s knowledge and skills for a variety of technologies used by educators. This course may be repeated for credit if the content differs.

Computer Networks (2-3)
This introductory course provides teachers with an awareness of and an exposure to educational computer networks. Participants will learn basic terminology, purpose, and functions of a computer network. The focus of this course will be computer network usage and management, not the installation and maintenance of hardware. Participants will receive hands-on experience with computer network systems. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Planning Educational Technology Facilities (2-3)
Students learn to consider the various components of educational technology facilities and their impact on education. Students will tour the educational technology facilities of several schools in the area to broaden their knowledge of different ways of successfully implementing technology. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Technology and Thinking Skills (3)
This is a course on developing students’ critical and creative thinking skills using new video and computer technologies. Prerequisite: Curriculum Design or permission of the Educational Technology Coordinator.

Databases and Decision Making (2-3)
This course explores ways to manage information using databases. Students will explore a variety of database activities which will stimulate the critical evaluation of data needed for wise decision making. Students will also learn how to incorporate these activities into curriculum. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

Distance Learning Strategies (2-3)
This course provides hands-on experience for the student using hardware and software in a distance learning classroom. Students will participate in both the sending and receiving mode at each site. Students will gain experience with interactive video, two-way and multi-point interactions, and also video conferencing. Strategies for teaching using distance learning will be the main focus of the course. Methods of assessment, available resources, and identification of appropriate projects for distance learning will be the main focus of the course. Methods of assessment, available resources, and identification of appropriate projects for distance learning will be the main focus of the course.
learning will be highlighted. Prerequisite: Classroom Technologies or permission of the Educational Technology Coordinator.

**Technical Environment Management (2-3)**
This course is designed to provide hands-on technical management skills. Topics include equipment attainment, installation, maintenance, troubleshooting, and technical support. Prerequisite: Computer Networks or permission of the Educational Technology Coordinator.

**EDTC 5750 Special Institute (1-3)**
Various institutes are offered to provide a wide range of workshop experiences and contemporary topics in the area of educational technology. For more specific and current information, contact the M.A.T. office. This course may be repeated for credit if the content differs. Prerequisite: permission of the Educational Technology Coordinator.

**EDTC 5900 Technology, Ethics, and Society (3)**
This course will engage social ethics in response to its impact on the developing technologies of global societies. Students will explore the relationship of technology through various philosophical and/or moral perspectives. This course will assist students in exploring their implicit values as they relate to technology.

**EDTC 5990 Independent Scholar (1-3)**
An M.A.T. graduate with special interests or needs that are not met by existing courses may request that a member of the faculty supervise an independent study. Together, the student and faculty member decide on the content of the independent study and the criteria for evaluation. This course may be repeated for credit if the content differs. Prerequisites: student must be an M.A.T. graduate and permission of the Educational Technology Coordinator.

**EDTC 6000 Advanced Graduate Certificate Project (3)**
The advanced graduate certificate (A.G.C.) project is the culminating experience in the A.G.C. program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an M.A.T. class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student’s place of employment.
Mathematics

Locations
All M.A.T. courses are offered at the home campus in St. Louis.

Program Description
The faculty strives to consistently demonstrate outstanding teaching, with the hope that our graduates will be among the most talented and capable teachers in the schools. We want our students to experience learning mathematics in an interesting, growth-producing environment so that they will always be enthusiastic learners and teachers of mathematics. All of our courses are designed specifically for the classroom mathematics teacher. In each course, students will develop a deeper understanding of central ideas in mathematics that are relevant to their own teaching. They will increase their own power to employ mathematical reasoning and problem-solving techniques, and they will learn techniques for teaching mathematics that will stimulate their own students’ imagination and intelligence.

Requirements
Mathematics students must meet the requirements for an emphasis in community college mathematics, secondary mathematics or middle school mathematics. An essay entitled "Why I Teach" must be completed at the time of application by the student and approved by the mathematics coordinator before acceptance into the mathematics M.A.T. program.

Upon completing 9 credit hours Math M.A.T. students are required to be advanced to candidacy. Refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

During their penultimate semester, math M.A.T. students need to register for MTHC 5900 Final Reflections. This is a no tuition, zero credit hour course in which students write an essay describing how they have changed as a result of participating in the math M.A.T. program.

Transfer of Credit
Students selecting either the middle school or secondary emphasis may transfer up to 6 credit hours of courses in mathematics or mathematics education provided that the courses are part of a graduate degree program at the host university; they may also apply toward their degree a maximum of 3 credit hours of Webster University in-service graduate credits.

Students selecting the Community College emphasis may transfer up to 6 credit hours of courses in mathematics provided that the courses are part of the host university's graduate degree program in mathematics. No in-service courses may be applied toward the degree.

Emphasis in Community College Mathematics
This emphasis is designed for community college teachers who wish to strengthen their ability to articulate mathematical arguments, increase their general problem solving abilities, and further develop their perspective and understanding of mathematics.

The requirements for the community college emphasis are 33 credit hours of mathematics courses numbered above MTHC 5200 with the following exceptions: (1) Up to 6 credit hours of the 33 may be replaced by courses transferred from other universities, and (2) MTHC 5210 and MTHC 5410 do not apply.

Emphasis in Middle School Mathematics
This emphasis is designed for mathematics teachers of grades 5-8. Those choosing this emphasis will study a range of engaging mathematical ideas that require little mathematical background to comprehend and thus can be adapted for their own classroom use. Relevant courses include all those numbered below MTHC 5200, as well as an occasional course numbered above MTHC 5200.

The requirements for this emphasis are: (1) a minimum of 18 credit hours in courses numbered 5040 or above; and (2) a minimum of 3 credit hours in appropriate computer courses.

The following courses do not meet area-of-emphasis requirements: MTHC 5210, MTHC 5410.

Emphasis in Secondary Mathematics
This emphasis is designed for secondary mathematics teachers who wish to deepen their understanding and broaden their perspective of mathematics. Courses developed for this emphasis include most mathematics courses numbered above MTHC 5200.

Those choosing an emphasis in secondary mathematics must complete a minimum of 21 credit hours in mathematics courses numbered above MTHC 5200.

Course Descriptions
The content of the following courses may vary according to the interests of the faculty and the interest and mathematical background of the students. The course descriptions are meant only to be illustrative of the type of concepts that may be examined.

MTHC 5040 Number Theory (3)
Students examine the basic concepts of number theory with an emphasis on modular systems and their application to a variety of empirical problems.

MTHC 5080 Puzzles and Proofs (3)
This course examines a variety of materials useful in developing reasoning skills. Included are attribute block puzzles, Lewis Carroll puzzles, logic puzzles, and a variety of games which require deductive reasoning.

MTHC 5100 Functions and Structure (3)
This course investigates a variety of mathematical systems and functions.

MTHC 5110 Perspectives in Elementary Geometry (3)
This course focuses on geometry for grades 5-8. May be repeated for credit if content varies.

MTHC 5120 Topics for the Middle School Teacher (3)
This course covers areas of mathematics and/or mathematics education of particular interest to middle school teachers. Content varies according to the interests of faculty and students. May be repeated for credit if content varies.
Mathematics

MTHC 5130 Probability and Graphs (3)
Part of this course covers topics from probability and statistics with applications to gambling and game theory. The open part covers graphs, trees, Boolean algebra, and finite state automata.

MTHC 5150 Number Systems (3)
This course provides middle school teachers with a deeper understanding of the real number system. Topics covered include arithmetic algorithms in negative and whole number bases; rational and irrational numbers; arithmetic and geometric progressions; number properties; mental arithmetic; factorization and divisibility of integers and of Gaussian integers; and number puzzles and games.

MTHC 5200 Independent Study (1-6)
M.A.T. students with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. May be repeated for credit if content differs.

MTHC 5210 In-Service Education (1-4)
Webster offers various graduate in-service courses that are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the M.A.T. advisor. May be repeated for credit if content differs.

MTHC 5220 Topics in Mathematics (3)
Courses in this category are offered on an irregular basis. May be repeated for credit if content varies.

MTHC 5230 Discrete Mathematics (3)
This course covers mathematical structures pertinent to an understanding of computers, including graphs, Boolean algebra, and finite state machines.

MTHC 5250 Vector Geometry (3)
Basic concepts pertaining to vectors in the plane are developed. Proofs of theorems of plane geometry, using a synthetic approach, an analytic approach, and a vector approach are compared. The class introduces vector spaces.

MTHC 5260 Algebra for Secondary Teachers (3)
Students examine and extend topics in secondary school algebra. Techniques and materials for teaching algebra are also discussed.

MTHC 5270 Elementary Functions (3)
This is a review of the elementary functions: polynomial and rational functions, the trigonometric functions, and the logarithmic and exponential functions, along with their algebraic structure and some applications. Computers and/or graphing calculators are used to help investigate ideas. Techniques for teaching elementary functions are discussed.

MTHC 5280 Calculus for Teachers (3)
The course reviews the basic concepts of differential and integral calculus, with special focus on central ideas, theory, and applications. Computers and/or graphing calculators are used to help investigate ideas.

MTHC 5300 History of Mathematics (3)
This course is based on selected readings that examine the history and philosophy of mathematics, along with the genesis of historical and current applications. An important goal is to provide students with a perspective on the relationship between mathematics and culture as well as an insight into how and why mathematical ideas have evolved.

MTHC 5310 Geometry for Secondary Teachers (3)
This course deals with areas of geometry relevant to high school teachers. Content varies according to the interests of the faculty and students. May be repeated for credit if content varies.

MTHC 5320 Topics in Mathematics (3)
Typically this course introduces areas of mathematics not covered in other courses. Content depends upon the interests of the faculty and students. May be repeated for credit.

MTHC 5330 Probability (3)
Participants study probability on finite sample spaces along with applications to gambling and game theory.

MTHC 5340 Topics in Mathematics Education (1-3)
The content of this course will include an analysis of curricular materials, teaching methods, and/or issues in mathematics education. This course may be repeated for credit if content varies.

MTHC 5350 Logic (3)
This course includes propositional and predicate logic, with the objective of increasing students’ understanding of what constitutes valid reasoning, as well as increasing their ability to express formal mathematical arguments.

MTHC 5360 Algebraic Structures (3)
Students examine the algebra of various mathematical structures with the goal of gaining a broader and more sophisticated understanding of ordinary algebra. Relevant theory is developed.

MTHC 5370 Linear Algebra (3)
Concepts and techniques of linear algebra are developed.

MTHC 5390 Statistics (3)
This course covers the basic concepts (including applications) of the binomial and normal distributions, the chi-square test, analysis of variance, and nonparametric statistics. Emphasis is placed on educational applications as well as the abuses and misuses of statistical ideas. Computers and/or graphing calculators are used to investigate ideas.

MTHC 5410 In-Service Topics (1-3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the M.A.T. degree with prior approval of the student’s advisor. May be repeated for credit if content differs.

MTHC 5430 The Real Number System (3)
The course covers the algebraic and topological properties of the real number system and several of its subfields and subrings.

MTHC 5450 Topics in Number Theory (3)
This course covers selected topics in number theory, such as modular systems, quadratic reciprocity, number-theoretic functions, Pythagorean Triples, and perfect numbers. Specific topics to be determined by instructor. Relevant theory will be developed.

MTHC 5480 Problem-Solving Strategies in Mathematics (3)
The primary objective of this course is to help students develop reasoning strategies that are powerful tools in solving problems. A secondary objective is to help students become more skillful at teaching problem-solving strategies.

MTHC 5500 Studies in Mathematics (1-6)
Courses in this category are offered on an irregular basis. May be repeated for credit if content varies.

MTHC 5900 Final Reflections (0)
All math M.A.T. students are required to register for this zero credit hour course during their penultimate semester. Students write an essay describing how they have changed as a result of their participation in the math program. For specific guidelines see the Math Coordinator. This course is graded on a credit/no credit basis only.
Multidisciplinary Studies

Program Description
The multidisciplinary studies major emphasizes content mastery, curriculum development, and instruction. Elementary teachers explore topics through which mathematics, science, social studies, communications, and early childhood curricula can be interrelated. This broad content emphasis, paired with theory and methods, helps teachers develop the skills to unify an otherwise diverse range of subject matter and educational responsibilities.

Secondary teachers are expected to direct their efforts toward a particular discipline or content area while developing skills in specific areas of curriculum development. This includes developing a rationale, writing objectives, creating teaching strategies, and designing evaluation techniques. All students develop original curriculum materials that have application to their classrooms.

Selected courses in the multidisciplinary studies major are available online (Internet-based). It is possible to complete the multidisciplinary major (in some emphasis areas) with online courses. Contact the School of Education office for current information.

The goals of the Multidisciplinary Studies major are to enable candidates to:

1.0 Develop a knowledge base in relevant discipline/content areas
1.1 knows content that supports conceptual understanding
1.2 applies tools of inquiry to construct meaningful learning experiences
1.3 identifies developmental factors in student learning
1.4 understands theoretical principles of effective instruction to plan learning experiences

2.0 Demonstrate expertise with curriculum design
2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs
2.2 understands and uses a range of instructional strategies
2.3 uses a variety of communication modes, media, and technology to support student learning
2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction

3.0 Engage in reflective practice
3.1 values and integrates reflection to grow as a professional
3.2 promotes communication and collaboration with colleagues, families, and community leaders
3.3 seeks relationships with families and students to support student learning
3.4 initiates change that benefits students and their families

4.0 Address individual differences among learners
4.1 understands and responds appropriately to issues of diversity
4.2 acknowledges social and cultural contexts to create effective teaching and learning environments
4.3 adapts instruction to the learner’s knowledge, ability, and background experience
4.4 identifies resources for specialized services when needed

Requirements
A total of 33 credit hours is required for this major. After completing at least 9 credit hours within an M.A.T. major, all M.A.T. degree-seeking students are required to be advanced to candidacy. Please refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

(Elementary and Secondary)
EDUC 5460 Curriculum Design or EDUC 5800 Applied Research 3 hours
EDUC 5220 Contemporary Educational Issues 3 hours

Core Courses
Students must complete any three of the following courses:
COMM 5290 Interpersonal Communications 2-3 hours
COMM 5530 Technology and Teaching or EDTC 5010 Introduction to Technologies for Educators: Classroom Technologies 3 hours
EPSY 5160 Advanced Child Development or ECED 5510 Cognitive Development: Implications for Early Childhood 2-3 hours
EPSY 5170 Behavioral Management 3 hours
SOCS 5840 Comparative Educational Systems 3 hours
SPED 5830 Evaluation 3 hours

Electives
Elementary teachers must take one course from any three of the content areas listed below. Secondary teachers are expected to take a minimum of three courses in one content area.
• communication arts
• early childhood education
• educational technology
• mathematics
• science
• social science
• special education

Emphasis Areas (Optional)
Multidisciplinary majors may choose to specialize in one of 16 emphasis areas. If one of the emphasis areas listed below is selected, 12 credit hours (not including the core courses) must be taken in the area. Special emphasis area requirements supersede the content area requirements ("Electives" section) above. Not all emphasis areas are available at all sites.
• aesthetic education
• communication arts
• early childhood education
• educational psychology
• educational technology
• humane education and character development
• immigrant and refugee studies
• inclusive education
• international languages and cultures (French German, Spanish)
• language arts
• mathematics
• reading
• science
• social science
• teaching English as a foreign language
• teaching English as a second language

Locations
All M.A.T. courses are offered at the home campus in St. Louis. Courses for the multidisciplinary studies major are also offered at campuses in Kansas City, and Crystal Lake, Illinois. The M.A.T. in multidisciplinary studies program can also be completed entirely online (Internet) with selected courses available.

For a list of courses offered in Kansas City, please contact Webster University in Kansas City, M.A.T. Office, 1740 West 92nd Street, Kansas City, Missouri 64114; phone, 816-444-4400.

For a list of courses offered in Crystal Lake, Illinois, please contact Webster University, 100 S. Main Street, Crystal Lake, Illinois 60014; phone, 815-356-9619.
Multidisciplinary Studies

Emphasis in Educational Psychology
12 credit hours (3 credits of required coursework, and 9 elective credits)

Teaching is both an art and a science. It is the field of psychology that provides a significant source of scientific insights into teaching. Through the study of psychology applied to education, M.A.T. students learn about theory and research pertaining to learning, development, and motivation. Educational psychology coursework develops skills in several areas including self-assessment, reflective teaching, interpreting and evaluating research studies in education, and conducting educational research. The study of educational psychology helps current and future teachers to appreciate differences in learning and to adapt teaching to individual learner’s needs. In keeping with the mission of Webster University, M.A.T. students with an emphasis in educational psychology are encouraged to gain “international perspectives” and to develop “a life long desire to learn and a commitment to contribute actively to their communities and the world.”

Goals for Educational Psychology Emphasis
1. Demonstrate knowledge of psychology applied to education.
2. Understand, apply, and conduct educational research.
3. Demonstrate respect for diversity through responsive teaching that values individual differences and international understanding.
4. Develop self-assessment skills and the ability to reflect on roles educators can take as leaders of change.

Students seeking an emphasis in educational psychology should select EDUC 5800 Applied Research to fulfill the Social Science major requirement. In addition to SOCS 5000 and EDUC 5800 the following course is required for the educational psychology emphasis:

Required course
EPSY 5130 (formerly SOCS 5130) Educational Psychology 3 hours

Electives
Three courses (minimum of 3 credit hours per course) pertaining to educational psychology from the following list:
EPSY 5060 (formerly SOCS 5060) Assessment and Evaluation of Academic Performance 3 hours
EPSY 5110 (formerly SOCS 5110) Social and Personality Development 3 hours
EPSY 5150 (formerly SOCS 5150) Self-Concept Development 3 hours
EPSY 5160 (formerly SOCS 5160) Advanced Child Development 3 hours
EPSY 5170 (formerly SOCS 5170) Behavioral Management 3 hours
EPSY 5180 Advanced Educational Psychology 3 hours
EPSY 5290 (formerly SOCS 5290) Family Counseling 3 hours
EPSY 5370 (formerly SOCS 5370) Counseling 3 hours
EPSY 5510 (formerly SOCS 5510) Psychosocial Aspects of Migration 3 hours
EPSY 5520 (formerly SOCS 5520) Children, Culture, and Violence 3 hours
EPSY 5540 (formerly SOCS 5540) Psychology of Early Adolescence 3 hours
EPSY 5810 (formerly SOCS 5810) Adolescent Psychology 3 hours
SPED 5830 Evaluation 3 hours
EPSY 5880 (formerly SOCS 5880) Psychology of Memory and Learning 3 hours
EPSY 5890 (formerly SOCS 5890) Psychology of Stress 3 hours
EPSY 5980 (formerly SOCS 5980) Motivation in the Classroom 3 hours

Emphasis in Educational Technology
Twelve credit hours, using at least two different course numbers from the following courses, are required:
EDTC 5100 Teaching with Technology: Methods and Materials 2-3 hours
EDTC 5250 Programming Languages (any topic) 3 hours
EDTC 5290 Media Applications (any topic) 2-3 hours
EDTC 5330 Theoretical Perspectives (any topic) 2-3 hours
EDTC 5560 Internet Applications (any topic) 2-3 hours
EDTC 5630 Advanced Topics in Classroom Technologies (any topic) 2-3 hours

Emphasis in Humane Education and Character Development
The emphasis in humane education and character development provides educators with coursework in the history, philosophy, and practice of humane education, character development, and environmental education. These movements have aimed to promote values such as empathy for all living beings and an appreciation and sense of stewardship for the natural environment. The emphasis is designed to provide educators with the knowledge and skills necessary for instructional leadership in humane education and character development. Students will design, present, and evaluate curricula that integrates humane and environmental principles.

Twelve credit hours, using 6 credit hours from the required list below and 6 credit hours from the elective courses listed below.

Required Courses
EDUC 5230 Foundations of Humane Education 3 hours
SOCS 5050 Studies in Character Education 3 hours

Electives
COMM 5051 The Role of Narrative in Humane Education 3 hours
EPSY 5110 Social and Personality Development 3 hours
SCIC 5090 Experiments in Environmental Education 3 hours

Multidisciplinary Studies and Initial Teacher Certification (Missouri)
Multidisciplinary studies majors may enroll concurrently in coursework required for a Missouri teaching certificate in elementary, middle school, or secondary education. Students should contact their faculty advisor for a program of study in multidisciplinary studies designed especially for certification seeking students. For more information on the requirements for Missouri teacher certification, please contact the Webster University Office of Teacher Certification. Please note: Teacher certification programs are only available at the Webster University main campus (St. Louis, Missouri).

Course Descriptions
EDUC 5010 Introduction to Online Graduate Studies (3)
This course provides (a) the technical vocabulary and skills for successfully participating in online (Internet-based) graduate courses; and (b) professional/academic library research skills. Participants learn to search and locate articles in electronic databases in professional education. They learn to conduct online collaboration through virtual teaming, discussion, and chat tools.
EDUC 5020 Foundations of Education (3)
This course provides an overview of social, historical, and philosophical bases of current school practice and organization. Analysis of issues and problems in schools is a focus of this course. This course is recom-
Multidisciplinary Studies

EDUC 5100 Multidisciplinary Education (3)
Students select a curriculum area in which they wish to improve their skills; they proceed to examine ways in which the subject could be taught using ideas from mathematics, science, social studies, and language arts. This is followed with explanations and demonstrations that indicate the student is capable of teaching his or her selected curriculum using a multidisciplinary approach.

EDUC 5200 Independent Study (1-3)
M.A.T. students with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject.

EDUC 5210 In-Service Education (1-4)
Webster offers various graduate in-service courses that are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the M.A.T. advisor.

EDUC 5220 Contemporary Educational Issues (3)
This foundation course is an overview of important educational topics. It is designed to identify and analyze current educational issues through reading, writing, discussing, and presenting ideas. Individuals explore historical perspectives, philosophical theories, and sociologic influences that are related to contemporary educational concerns.

EDUC 5230 Foundations of Humane Education (3)
This course focuses on the foundation of humane education including the definition, history, psychology, and development of the movement. The scope of humane education will be broadened by the study and appreciation of all animals (both human and non-human) and the environment. Students also integrate principles of humane education into classroom instruction.

EDUC 5300 Methods of Teaching Elementary School Students (3)
This course focuses on multiple factors affecting the elementary curriculum, including lesson planning, organizational strategies, instructional techniques, and student assessment. Competencies in the content areas of physical education, health, art, and music are addressed as well. Prerequisites: EDUC 5220 or COMM 5670 or EDUC 5020 (recommended for those individuals who have limited classroom experience).

EDUC 5410 In-Service Topics (3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses may be approved for the M.A.T. with prior written approval of the student’s advisor. May be repeated for credit if content differs.

EDUC 5460 Curriculum Design (3)
This course is designed to help individuals plan learning experiences. Topics include technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

EDUC 5490 Seminars in Education (1-3)
Seminars are designed to focus on contemporary research and curriculum application of these data. Different topic designations may be repeated for credit.

EDUC 5750 Special Institute (1-3)
Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the multidisciplinary program. For more specific and current information, contact the M.A.T. Office. May be repeated for credit if content differs.

EDUC 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.

EDUC 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (A.G.C.) project is the culminating experience in the A.G.C. program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an M.A.T. class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student’s place of employment.
Program Description

The reading master of arts in teaching (M.A.T. Reading) fits into the unit's overarching goals of developing knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. It is designed for teachers K-12 who want to increase their expertise in teaching reading or become master reading teachers, reading specialists or literacy coaches. The following are learning goals for this major.

- develop a strong knowledge base in foundations of literacy and the reading process;
- learn about and be able to demonstrate and use best practices drawn from theory and research;
- become proficient in using a wide range of methods and materials, including visual media and technology, to meet needs of diverse learners;
- employ formal and informal assessments to identify strengths and needs of all learners and to inform teaching of whole group, small group and individual students;
- become effective in creating positive literacy environments to motivate and engage all learners;
- collaborate with teachers, school leaders, families and the community to enrich or reform practices;
- serve as a coach or supervisor to support excellence in teaching reading and as a leader to develop and support reading initiatives;
- engage in self-reflection and assessment for ongoing professional development.

Coursework within the Reading M.A.T. built upon cognitive, socioconstructivist and sociocultural theories in language and literacy learning, integrates all aspects of literacy including reading, writing, thinking, listening, speaking, and viewing. The program is aligned with both state and national standards for the reading teacher and specialist/literacy coach role. Candidates engage not only in diagnostic teaching to develop strategic readers, but they learn to teach for critical literacy and social justice to develop responsive readers.

Requirements

All reading majors take the following required courses:

- **Core courses**
  - COMM 5280 Written Communication: 3 hours
  - READ 5190 Language Development and Acquisition: 3 hours
  - READ 5777 Literacy Coaching: 3 hours
  - READ 5800 Applied Research: 3 hours
- **Reading coursework**
  - READ 5860 Review of Reading Research: 3 hours
  - READ 5910 Investigations in Reading: Primary: 3 hours
  - READ 5188 Comprehension Strategies: 3 hours
  - READ 5940 Investigations in Reading: Grades 6-12: 3 hours
- **Clinical coursework**
  - READ 5950 Diagnosis and Correction of Reading Problems: 3 hours
  - READ 5970 Practicum in Diagnosis of Reading Problems: 3 hours

If candidates have extensive experience and prior graduate coursework in a specific area, advisors may approve alternatives, such as READ 5870 Supervision of Reading Programs or COMM 5900 Reading Seminar. Students may transfer up to 6 credit hours of prior graduate work not used for another degree. A total of 33 credit hours are required for completion of the program.

After completing 9 credit hours within an M.A.T. major, all M.A.T. degree-seeking students are required to be advanced to candidacy. Please refer to the section on Advancement to Candidacy in this catalog for specific guidelines.

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 though the Missouri's Department of Elementary and Secondary Education. Coursework embedded within the M.A.T. in Reading can count toward the Special Reading Certification and includes 21 hours of required coursework:

- three reading methods courses,
- diagnosis and correction of reading problems,
- language acquisition and development,
- practicum in diagnosis of reading problems,
- practicum in remediation.

Thus, for candidates who choose this option, many of the courses in the reading major will also fulfill state requirements.

Additional courses for the state certification may have been taken in the undergraduate program or can be taken at the undergraduate or graduate level at Webster. These include:

- Child Psychology: 2-3 hours
- Adolescent Psychology: 2-3 hours
- Psychology of the Exceptional Child: 2-3 hours
- Behavior Management Techniques: 2-3 hours
- Counseling Techniques: 2-3 hours
- Psychoeducational Assessment or Evaluation of Abilities and Achievement: 2-3 hours

After an initial meeting with the Coordinator of the Reading Program, students interested in pursuing Special Reading Certification should have their transcripts evaluated upon admission by the Webster University Certification Office for prior coursework. Reading faculty members serve as mentors/advisors throughout the program.

Course Descriptions

**READ 5188 Comprehension Strategies (3)**

Methods for teaching comprehension strategies to students (K-12) and for helping students understand instructional materials and concepts are areas emphasized. Strategies to improve reading, writing, listening, and studying are analyzed and applied to particular...
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grade levels and for specific needs of diverse learners. Final project includes reviewing research and designing a classroom plan for using effective comprehension strategies in the participant’s own classroom and for collaborating with other teachers. (Counts as Reading Methods)

READ 5190 Language Development and Acquisition (3)
This is a core course for the reading program. Focus is on normal language development in the areas of pragmatics, phonology, semantics, and syntax and the relationship of this development to reading and reading disabilities. A coaching project is included in projects for the course. (Required for Special Reading Certification.)

READ 5777 Literacy Coaching (3)
Core components of literacy coaching within a balanced literacy framework are introduced in this core course. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments using the literacy coaching model. The definition of and roles of the coach, the “coaching, continuum,” and collaboration will be studied in detail. Appropriate for classroom teachers, reading teachers, reading specialists, curriculum coordinators, and administrators.

READ 5800 Applied Research (3)
Students conduct classroom research projects in selected areas of literacy learning in order to develop strategies for problem solving and reflection that leads to effective instruction for all students. Candidates learn both quantitative and qualitative methods for conducting research. Prerequisite: Advancement to Candidacy.

READ 5860 Review of Reading Research (3)
Current research conducted and reported by teachers and other researchers will be reviewed. Along with studying various quantitative and qualitative designs, participants explore action research for discovering authentic foundations for classroom reading instruction. Each class member is expected to develop a research project and complete a literature search for the chosen project.

READ 5870 Supervision of Reading Programs (3)
Teachers who wish to become reading supervisors or consultants will benefit from this course. The class emphasizes demonstration teaching, designing in-service education models, and evaluating reading programs and materials.

READ 5910 Investigations in Reading, Primary (3)
This course has been designed for classroom teachers to become proficient in the teaching of reading and learning to read (preschool through third grade). Students focus on relevant topics such as balanced literacy, assessment of early literacy, guided reading, and reading workshops. In addition, students pursue particular topics of interest for projects in the classroom. A coaching project is required. (Counts for Reading Methods).

READ 5940 Investigations in Reading, Grades 6-12 (3)
Emphasis is on instructional strategies to expand students’ reading interests, motivation, engagement and abilities. Coaching students to use specific strategies for various reading purposes will be one focus along with using the coaching model to support the professional development of classroom teachers. Instruments for assessing reading abilities and materials for meeting diverse student needs are reviewed. Participants focus on current research and trends in middle school and high school reading programs. (Counts for Reading Methods).

READ 5950 Diagnosis and Correction of Reading Problems (3)
This course emphasizes effective use of formal and informal assessments for documenting strengths and determining needs; detecting, correcting and preventing reading difficulties; and matching instruction and leveled materials to all meet needs. Participants learn to choose and employ materials and methods for differentiated instruction, a student-centered approach that builds on strengths. The study of specific problems with possible corrective procedures will include a miscue analysis to determine a reader’s strategy use and a thorough assessment of all levels of comprehension. Each candidate will complete an extensive case study with teaching recommendations for home and school to share with parents and teachers. (Required for Special Reading Certification).

READ 5970 Practicum in Diagnosis of Reading Problems (3)
This practicum examines the place of testing, assessment, and evaluation. After exploring the related issues of testing and diagnosis, participants work with small groups and individuals on a regularly scheduled basis in a clinical setting. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs. Prerequisites: READ 5950 and 6 credit hours of M.A.T. reading methods courses. (Required for Special Reading Certification)

READ 5980 Practicum in Remediation (3)
This practicum in remediation is the complementary course to READ 5970 Practicum in Diagnosis of Reading Problems. It is a requirement for teachers working toward special reading certification. Participants focus on interpreting and recommending curriculum materials and methods to encourage and help readers become proficient. Strategies and activities are designed to meet the instructional needs of individual students who have been assessed and evaluated. A focus on the strengths as well as the needs of the student is the basis of the development of an individualized program. Prerequisites: READ 5950 and 6 credit hours of M.A.T. reading methods courses. (Required for Special Reading Certification)
Program Description

NOTE: New students are no longer being accepted into the M.A.T. in science program.

The science major is designed for elementary and junior high teachers without extensive background in science who want to increase their ability to interact with children and science. The program is designed to revolve around the four following major concerns:

1. The student must “do” some science in order to understand what science is.
2. The student should accumulate science materials and approaches to the materials that are applicable to the classroom situation.
3. The student should build a content background that increases his or her ability to work in this area in the classroom.
4. The student should develop a questioning attitude toward the role of science in the curriculum and the classroom organization that is compatible with this role, the teacher’s personality, and the learning style of students. The student should be able to select from existing materials as well as design and implement original materials that move toward the kind of science experience held as valuable.

Requirements

1. SCIC 5000 Introduction to Science or SCIC 5010 Introduction to Science and Science Teaching.
2. EDUC 5460 Curriculum Design or EDUC 5800 Applied Research.
3. A report: Science for the Classroom. After delivering a seminar, each participant will write a paper that communicates the student’s research and its use in the classroom.
4. At least 3 credit hours from one of the following: SCIC 5180, SCIC 5300, SCIC 5320, or SCIC 5340.
5. At least 3 credit hours from one of the following: SCIC 5220, SCIC 5240, SCIC 5260, SCIC 5270, or SCIC 5280.
6. The student may wish to design some learning experiences that are self-initiated and self-directed. To exercise this option, that student should contact the major coordinator.
7. Up to 12 credit hours may be taken outside the major area. The choice of courses should depend on the student’s classroom responsibilities.
8. After completing 9 credit hours within an M.A.T. major, all M.A.T. degree-seeking students are required to be advanced to candidacy. Please refer to the Advancement to Candidacy section in this catalog for specific guidelines.

Interest in science and a personal effort to explore the subject are the major determinants of success in the program. Many of the students begin with relatively weak science backgrounds; this does not seem to be a determining factor in student success.

The major is designed to have the student begin in the summer with SCIC 5000 or SCIC 5010; however, a student can earn up to 12 credit hours toward the degree before registering for these courses. Three credit hours per semester is considered a normal load for someone working full time. The minimum time for completion of the degree work is two calendar years.

Course Descriptions

SCIC 5000 Introduction to Science (3)
The concept of energy and the attitudes and values concerning its use form the base of a laboratory-oriented course. The course introduces teachers to some energy-related materials that serve both as models for teaching science and as an introduction to energy education. The course incorporates other selected activities that serve as models for science education.

SCIC 5010 Introduction to Science and Science Teaching (3)
To begin to understand what science is, students must “do” science; they must “fool with” material things, ask questions of these things, attempt to discover patterns for themselves, and use the patterns to predict the answers to new questions. The material things that are selected for the course include at least four areas directly applicable to the elementary classroom. Class participants investigate some units for use in the elementary classroom developed by the Elementary Science Study, the American Association for the Advancement of Science, and other curriculum development groups. The student is expected to explore units more extensively than would be done in elementary school classrooms.

SCIC 5020 Adventure Education: Personal Development (2)
This course recognizes that personal development is a prerequisite to professional growth. Intensive challenge using both natural and urban environments is the vehicle for students to look at themselves; to learn to trust themselves and a group; to learn that some tasks require more than normal effort; and to learn that they have the resources to give.

SCIC 5080 Energy Conservation (1)
Data on U.S. and world energy consumption and reserves are presented with conservation activities for both personal and classroom use. The course provides discussion of the design of buildings for maximum use of solar energy and home energy conservation.

SCIC 5090 Experiments in Environmental Education (3)
The objective of this class is that students develop an understanding of the human environment in all its aspects—social, physical, and biological—and how these aspects fit together. Course content includes background information for teachers as well as activities to use in the classroom.

SCIC 5100 Adventure Education: Cooperation and Initiative Tasks (3)
This course focuses on group initiative games, ropes initiative courses, and orienteering. Students design and use group initiative games. They experience and develop group leadership skills on ropes initiative courses. The course includes the opportunity to earn Level I and Level II certification for use of ropes initiative courses in St. Louis area parks. (This certification involves an additional $5.00 fee.) Basic skills in orien-
Science

tering will be emphasized. Students increase their abilities to take initiative, make decisions, and work cooperatively. NOTE: This course can be taken for CR/NC only.

SCIC 5110 Astronomy for School Personnel (1-3)
This course provides involvement in the kinds of activities in observational astronomy that can be used with children. Participants also study theory and an overview for background material.

SCIC 5120 Geology for School Personnel (1-3)
Students in this course look at a particular land area and the kinds of tools a geologist would use to gather information about the area. The emphasis is on the kinds of tools the geologist uses so that the teacher is able to use these tools on a land area near the classroom.

SCIC 5140 Chemistry for School Personnel (3)
The course approaches chemistry from a phenomenological point of view. It is designed to study and classify the phenomena that occur and to seek similarities and differences in behavior.

SCIC 5150 Microcomputers and Science Teaching (3)
This course enables students to gain competence in the use of BASIC and PILOT as programming tools for educational materials, to know the range of materials currently available for use in science instruction in CAI and simulations as well as to develop some new materials, and to be able to use the computer to solve problems and gather data.

SCIC 5160 Meteorology (3)
This class introduces concepts of meteorology and the teaching of these concepts on both the elementary and secondary levels. Topics included are temperature, pressure, moisture distributions in the atmosphere, and dynamic effects such as radiation, stability, storms, and general circulation.

SCIC 5180 Selected Topics in Physical Science (3)
Students in this course explore materials and content selected from the physical sciences that can be directly applied to the classroom. The specific topics to be studied during any particular semester depend on the instructor’s background, current interest, and materials available from curriculum projects. May be repeated for credit if content differs.

SCIC 5200 Independent Study: Research (3-6)
M.A.T. students with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Participants discuss technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

SCIC 5210 In-Service Education (1-4)
Various graduate in-service courses are offered that are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the M.A.T. advisor. May be repeated for credit if content differs.

SCIC 5220 Whole Plant Physiology for School Personnel (3)
Students in this course study the plant kingdom comprehensively. The course emphasis is on the botanical activities, demonstrable to children, that play a key part in the living world.

SCIC 5240 Animal Form and Function for School Personnel (3)
This course covers the physiological processes as they concern the whole animal. Animals chosen are those that can be kept in elementary school classrooms. The experiments deal with animals and humans, and many are applicable to the student’s classroom.

SCIC 5260 Fresh Water Ecology for School Personnel (3)
This course is designed to acquaint teachers with the fresh water environments of this area and how they may be used in the classroom. There are six required field trips (one all-day), with others optional. The emphasis is on making equipment, learning to use it, identifying organisms, field trip experiences, and human beings’ effects on the fresh water environment.

SCIC 5270 Field and Forest Ecology (1-3)
This course is a field study of plant and animal organisms found in fields and forests. Students consider relationships to environment and population changes, and develop specific activities applicable to their classrooms.

SCIC 5280 Selected Topics in Biological Science (3)
Materials and content selected from the biological sciences apply directly to the student’s classroom. The specific topics to be studied during any particular semester depend on the instructor's background, current interest, and materials available from curriculum projects. May be repeated for credit if content differs.

SCIC 5300 Light and Sound for School Personnel (3)
How do we see objects that do not emit light? What about color? What do we see in mirrors and lenses? These are typical of the questions raised as the participants explore subjects of light and sound with laboratory materials.

SCIC 5320 Mechanics for School Personnel (3)
Class members study motion, machines, work, and energy. Materials and content are used by the students as background for direct use with children.

SCIC 5340 Electricity and Magnetism for School Personnel (3)
In studying electrical and magnetic phenomena, students use batteries, bulbs, wire, and permanent magnets to observe phenomena and to establish patterns and systems for predicting phenomena to be observed in different situations.

SCIC 5410 In-Service Topics (1-3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the M.A.T. degree with prior approval of the student’s advisor. May be repeated for credit if content differs.

EDUC 5460 Curriculum Design (3)
This course is required for all M.A.T. degree-seeking students regardless of their major. It is designed to help individuals plan learning experiences. Participants discuss technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

SCIC 5490 Seminars in Science (1-3)
Seminars are designed to focus on contemporary research and classroom application of these data. May be repeated for credit if content differs.

SCIC 5750 Special Institute (1-3)
Webster offers various institutes to provide for a wide range of workshop experiences and contemporary topics within the science program. May be repeated for credit if content differs. For more specific and current information, contact the M.A.T. Office.
EDUC 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.

SCIC 5990 Independent Scholar (1-3)
M.A.T. graduates with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. Prerequisite: must be an M.A.T. graduate. May be repeated for credit if content differs.

SCIC 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (A.G.C.) project is the culminating experience in the A.G.C. program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an M.A.T. class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student’s place of employment. Prerequisite: permission of the A.G.C. coordinator.
Program Description

This major provides increased knowledge of the current developments in the social and behavioral sciences and their applications to education. Theory and methods for preparing students to become citizens of the twenty-first century are emphasized. Toward this end, the following themes are contained in social science area courses:

1. teaching of basic and higher order thought and reasoning processes,
2. using high technology in schools and society,
3. working with increasingly complex social issues and problems, and
4. understanding the role of the United States in an interdependent world.

Goals for the Social Science M.A.T. Program

1. Based on inquiry and scholarship, graduate students demonstrate advanced knowledge of the specialty areas and their development as global citizens.
2. Based on content, current events, best practices, research, and theory, graduate students engage in continuous reflection of learning, content areas, and instructional strategies that are responsive to students’ thinking, experiences, and interaction in our world.
3. Through collaboration with colleagues, parents, counselors, and community resources, graduate students reflect on their roles as leaders of change and on how the social sciences impact these relationships and systems.
4. Approach learning and teaching with respect for and understanding of diversity.

Requirements

After completing 9 credit hours within an M.A.T. major, all M.A.T. degree-seeking students are required to be advanced to candidacy. Please refer to the Advancement to Candidacy section in this catalog for specific guidelines.

Social science majors are required to complete 33 credit hours, including at least 18 credit hours in social science courses. Successful completion of SOCS 5000 and EDUC 5460 or EDUC 5800 must be included in the 18-credit-hour social science requirement. If one of the emphasis areas below is also selected, those requirements must be met for completion of the program.

Emphasis in Educational Psychology

12 credit hours (3 credits of required coursework, and 9 elective credits)

Teaching is both an art and a science. It is the field of psychology that provides a significant source of scientific insights into teaching. Through the study of psychology applied to education, M.A.T. students learn about theory and research pertaining to learning, development, and motivation. Educational psychology coursework develops skills in several areas including self-assessment, reflective teaching, interpreting and evaluating research studies in education, and conducting educational research. The study of educational psychology helps current and future teachers to appreciate differences in learning and to adapt teaching to individual learners’ needs. In keeping with the mission of Webster University, M.A.T. students with an emphasis in educational psychology are encouraged to gain “international perspectives” and to develop “a life long desire to learn and a commitment to contribute actively to their communities and the world.”

Goals for Educational Psychology Emphasis

1. Demonstrate knowledge of psychology applied to education.
2. Understand, apply, and conduct educational research.
3. Demonstrate respect for diversity through responsive teaching that values individual differences and international understanding.
4. Develop self-assessment skills and the ability to reflect on roles educators can take as leaders of change.

Students seeking an emphasis in educational psychology should select EDUC 5800 Applied Research to fulfill the Social Science major requirement. In addition to SOCS 5000 and EDUC 5800 the following course is required for the educational psychology emphasis:

Required Course

EPSY 5130 (formerly SOCS 5130)
Educational Psychology 3 hours

Electives

Three courses (minimum of 3 credit hours per course) pertaining to educational psychology from the following list:

- EPSY 5060 (formerly SOCS 5060) Assessment and Evaluation of Academic Performance 3 hours
- EPSY 5110 (formerly SOCS 5110) Social and Personality Development 3 hours
- EPSY 5150 (formerly SOCS 5150) Self-Concept Development 3 hours
- EPSY 5160 (formerly SOCS 5160) Advanced Child Development 3 hours
- EPSY 5170 (formerly SOCS 5170) Behavioral Management 3 hours
- EPSY 5180 Advanced Educational Psychology 3 hours
- EPSY 5290 (formerly SOCS 5290) Family Counseling 3 hours
- EPSY 5370 (formerly SOCS 5370) Counseling 3 hours
- EPSY 5510 (formerly SOCS 5510) Psychosocial Aspects of Migration 3 hours
- EPSY 5520 (formerly SOCS 5520) Children, Culture, and Violence 3 hours
- EPSY 5540 (formerly SOCS 5540) Psychology of Early Adolescence 3 hours
- EPSY 5810 (formerly SOCS 5810) Adolescent Psychology 3 hours
- SPED 5830 Evaluation 3 hours
- EPSY 5880 (formerly SOCS 5880) Psychology of Memory and Learning 3 hours
- EPSY 5890 (formerly SOCS 5890) Psychology of Stress 3 hours
- EPSY 5980 (formerly SOCS 5980) Motivation in the Classroom 3 hours
Emphasis in Educational Technology

Twelve credit hours, using at least two different course numbers from the following courses, are required:
- EDTC 5100 Teaching with Technology: Methods and Materials 2-3 hours
- EDTC 5250 Programming Languages (any topic) 3 hours
- EDTC 5290 Media Applications (any topic) 2-3 hours
- EDTC 5330 Theoretical Perspectives (any topic) 2-3 hours
- EDTC 5560 Internet Applications (any topic) 2-3 hours
- EDTC 5630 Advanced Topics in Classroom Technologies (any topic) 2-3 hours

Emphasis in Immigrant and Refugee Studies

The emphasis in immigrant and refugee studies 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. Students who are not currently certified in teaching English as a second language or English as a foreign language may seek additional coursework in those areas.

Core Courses (12 hours required)
- COMM 5350 Intercultural Communications 3 hours
- EPSY 5510 Psychosocial Aspects of Migration 3 hours
- EPSY 5520 Children, Culture, and Violence 3 hours
- SOCS 5500 Practicum in Immigrant and Refugee Studies or COMM 5340 Language Arts Seminar: Practicum in ESOL 3 hours

International experience and the study of a second language are strongly recommended. Students may substitute the practicum requirement with an approved study abroad course.

Emphasis in Inclusive Education

The emphasis in inclusive education is designed to provide classroom teachers, regular and special educators at the preschool, elementary, and secondary levels, with the knowledge base, practical applications, and strategies necessary for implementing a successful inclusive education program, appropriate to the diverse needs of students in today’s regular classroom. This emphasis will enable practicing teachers to investigate issues and examine strategies that relate to the education of all students, regardless of ability, in their local school. In addition to the two required courses for the respective major, students must complete at least 9 credit hours of appropriate coursework related to inclusive education.

The following two courses are required for the area of emphasis in inclusive education:
- EDUC 5080 Planning for the Inclusive Classroom 3 hours
- EDUC 5090 Curricular and Instructional Adaptations 3 hours

In addition, students select one course from the following courses:
- SPED 5250 Behavior Management for Children with Special Needs 3 hours
- SPED 5260 Career Preparation for Students with Special Needs 3 hours
- SPED 5270 Advocating for Persons with Disabilities* 3 hours
- SPED 5290 Collaboration and Cooperative Teaching* 3 hours
- SPED 5300 Communicating with Families and Disabled Persons 3 hours
- SPED 5330 Legal Issues in Special Education 3 hours
- SPED 5370 Educating Students with Physical and Health Impairments* 3 hours

SPED 5480 Learning and Behavior Problems in the Classroom 3 hours
* These courses are also offered as ECED 5830 Topics in Early Learning. See Special Education for course listings and course descriptions.

Emphasis in the Middle School/Adolescent Cluster

This group of courses is designed for teachers and other educators who deal with the adolescent.

In addition to SOCS 5000 and EDUC 5460, the following courses are required for the middle school/early adolescent emphasis:
- EPSY 5540 Psychology of Early Adolescence 3 hours
- SOCS 5700 Middle School History and Philosophy 3 hours

Emphasis in Secondary Social Science

This group of courses focuses on the skills and knowledge necessary for teaching social studies in high schools, junior high schools, and middle schools. In addition to the two required courses, the following courses are required for the secondary social science emphasis:
- SOCS 5030 Contemporary World Affairs 3 hours
- EPSY 5810 Adolescent Psychology 3 hours

Emphasis in Humane Education and Character Development

The emphasis in humane education and character development provides educators with coursework in the history, philosophy, and practice of humane education, character development, and environmental education. These movements have aimed to promote values such as empathy for all living beings and an appreciation and sense of stewardship for the natural environment. The emphasis is designed to provide educators with the knowledge and skills necessary for instructional leadership in humane education and character development. Students will design, present, and evaluate curricula that integrates humane and environmental principles.

Twelve credit hours, using 6 credit hours from the required list below and 6 credit hours from the elective courses listed below:

Required Courses
- EDUC 5230 Foundations of Humane Education 3 hours
- SOCS 5050 Studies in Character Education 3 hours

Electives
- COMM 5051 The Role of Narrative in Humane Education 3 hours
- EPSY 5110 Social and Personality Development 3 hours
- SCIC 5090 Experiments in Environmental Education 3 hours

Gifted Education Certification

A valid Missouri teacher’s certificate and the following listed courses are needed before a certificate can be granted in gifted education. State certification is issued through Missouri’s Department of Elementary and Secondary Education.

Psychology of the Exceptional Student 2-3 hours

9 credit hours from the following (minimum of 2 credit hours per course):
- The Gifted Learner
- Program Planning and Evaluation: Administration and Supervision
- Screening, Assessing, and Evaluating Gifted Students
- Curriculum and Instruction for the Gifted
- Meeting the Affective Needs of Gifted Children
- Graduate Research course 3 hours

Practicum 3 hours
Social Science

Students interested in pursuing any certification should have their transcripts evaluated and be advised by the Webster University Certification Office.

Course Descriptions

Note: Other M.A.T. courses with the EDUC prefix are listed under Multidisciplinary Studies and Special Education. Undergraduate EDUC courses (those with a number below 5000) are listed in the Undergraduate Studies Catalog.

EPSY 5060 Assessment and Evaluation of Academic Performance (3)
Students explore methods for increasing the credibility and validity of teachers' evaluations of students' performance and behavior in the classroom. Teacher-made evaluation devices (oral and written tests, grading practices, etc.) as well as informal teacher judgments and evaluations of students' behavior are reviewed.

EPSY 5110 Social and Personality Development (3)
The content of this course focuses on the theories that explain the growth of social concepts (e.g., sharing, friendship, rules, sex roles); the development of values and conscience; and the emerging personality of children and adolescents. Students explore ways of working with children and youth in enhancing the development of these concepts.

EPSY 5130 Educational Psychology (3)
Students explore the nature of human growth and development from the perspective of learning, examine how individuals function within schools, and consider the manner in which self-image impacts on the learning process. Theoretical knowledge and practical applications are stressed.

EPSY 5150 Self-Concept Development (3)
Teachers are given basic objectives and theory related to self-concept development and develop strategies that relate to their specific classroom situations. This course should benefit the school administrator as well as the classroom teacher. The purpose of the course is to provide the student with a complete package of diagnostic techniques, a basic theoretical framework, specific objectives, and teaching strategies that help enhance self-concept development in the classroom.

EPSY 5160 Advanced Child Development (2-3)
Child development is the scientific study of the physical, cognitive, social, and personality changes that occur throughout the childhood years. This course is based on recent research in education and child development that aids the teacher in guiding learning activities of children of preschool age through early adolescence.

EPSY 5170 Behavioral Management (3)
Teachers are acquainted with techniques to understand and change student behavioral patterns, and learn to observe and interpret classroom behavior, drawing from psychodynamic, ecological, humanistic, and behavioral models. Participants explore various intervention and prevention strategies.

EPSY 5180 Advanced Educational Psychology (3)
In Advanced Educational Psychology students will investigate psychological research pertaining to education, employ researcher's observational skills and hypothesis testing methods, and discover how the scientific method can be used to improve teaching and learning in schools.

EPSY 5200 Family Counseling (3)
This course is designed for the educator who is interested in providing the student and family with specialized individual attention. Special emphasis is placed on basic communication skills for individual and group work and on various educational and community services that are available to individuals and families. May be repeated for credit if content differs.

EPSY 5370 Counseling (3)
This course focuses on the communication skills teachers can use in working with students, parents, and administrators. The theory and application of at least one counseling approach are examined in depth. The emphasis is on the practical applications of communication skills. May be repeated for credit if content differs.

EPSY 5510 Psychosocial Aspects of Migration (3)
This course examines the psychosocial aspects of migration. Students learn to identify the needs of immigrant and refugee children and families, and how to help these families adapt to living in new environments.

EPSY 5520 Children, Culture, and Violence (3)
Students in this course will research and debate the psychological impact of violence on children. Topics include the effects of violent toys, games, and television and the impact of community violence on the lives of young people. How war or the threat of war affects children's development is studied. Students will critically evaluate violence prevention programs and discover ways to promote peaceful classrooms.

EPSY 5540 Psychology of Early Adolescence (3)
This course focuses on the psychological growth and development of the early adolescent (ages 9-15). Participants examine the physical, intellectual, personality, and emotional development; sexuality; and the social adjustment of the transescent child. The course also explores the relationship of the school environment to the child's development.

EPSY 5810 Adolescent Psychology (3)
This course examines current thinking, theory, and practice regarding adolescent development. Topics addressed include physical development, intellectual development, values and moral development, social problems, sexuality, and discipline. Students examine the educational applications for each topic.

EPSY 5880 Psychology of Memory and Learning (3)
Students examine current research concerning information processing, memory, and learning systems. Emphasis is placed on studying metacognitive strategies and the development of expertise.

EPSY 5890 Psychology of Stress (3)
This course focuses on the biological and psychological foundations of stress. Specific techniques for handling school- and classroom-related stressors and tensions are examined.

EPSY 5980 Psychology of Motivation in the Classroom (3)
This course examines current thinking, theory, and practice regarding achievement motivation. Students will review theories of motivation, including social cognitive, self-determination, goal orientation, and "flow" theory. Implications of these theories for the classroom will be studied, and practices that derive from these theories and concepts will be developed in a course project.

SOCS 5000 Interdisciplinary Course
Students entering the program are required to take the interdisciplinary course. There are opportunities to work across discipline lines with faculty from other departments, to help develop minicourses to meet specific needs, and to work with teachers from all educational levels in a cooperative manner that encourages sharing of knowledge. May be repeated for credit if content differs.

Constitutions, Courts, and Conflict (2-3)
This course examines a variety of ways to enrich the study of the U.S. Constitution and the judicial system in the classroom. A special feature explores the use of law-related strategies (e.g., mediation, negotiation, arbitration) to resolve classroom conflicts. The course provides law-related teaching strategies (e.g., case studies, mock trials), instructional materials, and resource persons.
Global Awareness (2-3)
Students explore the issues, philosophies, and methodologies in teaching global awareness education in grades K-12. Topics arising from the present nuclear-age, interdependent civilization, including population, values, the environment, diplomacy, and international economics are addressed. The inclusion of these issues in elementary and secondary school curriculum is also examined.

Multiculturalism (3)
The purpose of this course is to help participants gain a better understanding of the issue of multiculturalism in society and its impact on curriculum, instruction, and relationships in the educational community.

Multietnic Education (2-3)
This course examines issues arising from the debate as to the manner in which curriculum reflects the diversity of American society. This course explores various viewpoints regarding minority and gender curriculum issues, as well as the meaning of Eurocentric approaches to the past and present.

School/Parent Relations (3)
Participants in this class examine the relationship among schools, parents, and the community from various social science perspectives, including sociology, anthropology, psychology, and political science. Students draw implications for their work with parents.

Technology and Social Science (3)
This course examines the impact of high technology on the study and teaching of elementary and secondary school social sciences.

SOCS 5010 Social Studies for Secondary Schools (2-4)
This course is designed to assist participants in gaining an overview of significant social studies curricula being used at the secondary level. It also introduces students to the area of historiography, which enables them to understand specific ways students can grasp the historical process.

SOCS 5030 Contemporary World Affairs (2-3)
A crucial feature of the twentieth century has been the globalization of human society. Participants in this course examine the key world issues affecting us, including their origins, current status, and prospects for the future. Particular emphasis is on global survival issues and their interrelationships. May be repeated for credit if content differs.

SOCS 5040 Modern Asian Civilization: Modern China (3)
Students examine the background of Western impact on traditional China, the revolution in China leading to the creation of the People's Republic of China, and current U.S. relations with China. The course focuses on 10 to 15 problem questions using readings and discussions. May be repeated for credit if content differs.

SOCS 5050 Studies in Character Education (3)
This course examines the psychology and application of character and values education as it relates to humane education. Students reflect on the developmental perspectives of prosocial behaviors such as cooperation and compassion. Research on programs that aim to instill student values (e.g., responsibility, prosocial behavior, kindness) are evaluated. Classroom applications of character education programs are explored.

SOCS 5070 Teaching Styles for Adolescents (3)
The focus of this course is teaching strategies, curricular approaches, classroom methods, resources, and materials for working with middle school, junior high, and senior high school students. Discussion covers the practical classroom applications of various theories and research in adolescent development.

SOCS 5080 Topics in Classroom Computing (1-3)
Participants examine a specific topic, programming language, or application methodology for using computers in the classroom, especially in the language arts and the social studies. May be repeated for credit if content varies.

Building Simulations (2-3)
Participants create computer simulations for social studies classroom applications. They develop lesson designs and support materials.

Problem Solving with Computers (2-3)
Class members explore methods of using computers to pose, find, and solve problems in the social studies curriculum.

SOCS 5100 Teaching Critical Thinking Skills (3)
This course examines the curricular and organizational issues of teaching thinking skills. Class participants explore various approaches to teaching critical and creative thinking, “learning to learn,” and problem solving, and evaluate some instructional methods for these skills.

SOCS 5140 Social Conflict Analysis (3)
This interdisciplinary investigation of social conflict, students employ clinical models for the analysis of personal and national conflict situations. The course emphasizes group interaction and discussion of student work and case studies.

SOCS 5180 Gifted Education Practicum (2-4)
This practicum provides supervised field experience in programs for gifted children. In the summer, students work in various programs. During the school year, students work in classrooms for the gifted. Students must complete an application with the University School Programs Office. Prerequisite: permission of the advisor and University School Programs Office.

SOCS 5190 School as a Workplace (3)
This course focuses on the teacher's own quality of life as a worker in the classroom, school, and educational system. The positive rewards of teaching and negative pressures on teachers are identified through means of the student's own experience as well as outside resources. Students examine the effects of job stress on physical and psychological functioning of teachers and discuss alternative proposals for teachers to improve the quality of their lives in schools.

SOCS 5200 Independent Study (1-3)
M.A.T. students with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. No case is an independent study set up when an existing course already covers the subject. May be repeated for credit if content differs.

SOCS 5210 In-Service Education (1-4)
Various graduate in-service courses are offered that are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the M.A.T. advisor. May be repeated for credit if content differs.

SOCS 5250 Topics in Economic Education (3)
Students work with new materials in economics education and study selected topics in economics. May be repeated for credit if content differs.

SOCS 5260 Topics in Geography (3)
A combination of work with experimental units in geography as well as geographical concepts, the course is of interest to teachers seeking ways to make geography more relevant to the lives of students. May be repeated for credit if content differs.
Social Science

SOCS 5270 Frontier American History (1-3)
This course examines the movement of the U.S. frontier, beginning with early Ohio settlements, moving through the Louisiana Purchase era, and ending with the California Gold Rush of 1848 and the Colorado Gold Rush of 1858. Prerequisite: permission of the instructor.

SOCS 5280 American Civilization (3)
This course examines the origin and development of North and South American societies, including comparisons between the United States and other nations in the Americas. Particular emphasis is placed on the involvement of the United States in Latin America. May be repeated for credit if content differs.

SOCS 5320 Humanistic Education (3)
This course includes humanistic approaches to the schooling process. Students discuss topics such as motivation, achievement, discipline, self-concept development, values clarification, and model development. Special attention is given to communication skills and group interaction processes. This class is appropriate for upper elementary through high school level teachers.

SOCS 5390 Game Simulation (3)
This course examines the premises on which game simulations are built. Particular attention is given to the techniques of having students design simulation games in the open classroom environment. The focus of the class is on applying the principles of game simulation in the classroom.

SOCS 5400 Issues in Education
This course provides an opportunity to examine a selected issue area in education through readings, discussion, and individual projects. May be repeated for credit.

Family Transitions (3)
Students in this course examine the impact of modern family dynamics on young children and adolescents. Topics include family stress, blended family dynamics, and single-parent families. Emphasis is placed on the teacher’s role in working with parents and students experiencing these transitions.

Reform and Reality (2-3)
Since the document "Nation at Risk" was published, there has been a significant reaction in the form of programs, coalitions, and projects aimed at school reform. Reform and Reality gives an overview of some of the significant programs, such as the College Board EQ Project and Brown University's Coalition of Essential Schools Project. The course allows educators a chance to select the successful teaching and learning strategies that can be effectively used in any classroom, even if the school or district has not formally joined a specific reform movement.

St. Louis History (2-3)
Students are engaged in a chronological, thematic approach to teaching St. Louis history within the content of national American history. Use of primary materials and material culture in the classroom is emphasized. Students are expected to produce and teach a St. Louis history lesson plan based on primary materials and to write short papers (two to three pages) based on assigned readings/discussion questions during the course.

Urban Education (3)
This course examines contemporary issues in education through means of discussion, reading, and individual projects. Participants study key controversies, such as busing, open enrollment, the urban school, and teacher movements.

Bill of Rights in Action (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.

St. Louis History (2-3)
Students examine the lives of several significant people in American society who have influenced the course of twentieth-century life. These individuals came from varied social and economic backgrounds and altered history in their own ways. May be repeated for credit if content differs.

SOCS 5690 American Government
This course focuses on the decision-making process in American government by examining several case studies. There will be extensive class discussions and advanced level examination of the dynamics of government in the United States. May be repeated for credit if content differs.

Bill of Rights in Action (2-3)
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.

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Bill of Rights in Action (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.
Social Science

SOCS 5720 Children's Humor (3)
This course provides an opportunity for students to examine the origins and evolution of laughter, humor, and wit, from early childhood through adolescence. Links are drawn from humor to the child's cognitive, social, and personality development, as well as mental health and adjustment. Participants explore methods of using humor to stimulate children's development.

SOCS 5730 New Directions in Elementary School Education (3)
This course involves a critical examination of the elementary school, with emphasis on the successes and failures of curriculum innovation, including such topics as open education. A critical look at the growth of special education programs and their implication for the future of elementary schools is a major topic. Class members discuss new directions in the elementary school during the coming five years.

SOCS 5740 Consumer Education (3)
Designed to assist teachers in preparing students for consumer education, this course explores significant ideas concerning how and why one should become aware of issues in modern consumerism.

SOCS 5750 Special Institute
Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the social science program. May be repeated for credit if content differs. For more specific and current information, see the current course offerings.

Eighteenth Century Tidewater Virginia
Explores the social and material culture of eighteenth-century tidewater Virginia. Emphasis areas include gender issues, Native American, European, and African interactions that helped shape and define the American character.

Abused and Victimized Children (1-2)
This institute outlines the ways teachers can identify children and youth who are or have been victims of physical, sexual, or psychological abuse or neglect. Students discuss productive ways of working with the student, with the counselor, and with family members. Class members identify community resources for coping with the family problem.

Children of Divorce (1)
This institute helps students examine how children and adolescents are affected by divorce and separation. Participants explore methods for supporting children who have experienced their parents' separation or divorce, currently or in the past.

Colonial Williamsburg Field Study (3)
Enjoy a field based course where Pre-service students will be engaged in the Living History museum at Colonial Williamsburg, Virginia, and will be exposed to new pedagogical practices in the field of the social sciences. Theoretical paradigms from multiple intelligences, constructivism, living history, and museum interpretation will be explored. Students will live in the historic museum for 4 days/3 nights and immerse themselves in eighteenth-century Virginia culture. Expert historians, interpreters, social studies educators, archivists, and curators along with a professor and master teacher will lead the course. This course will meet certification methods requirements for elementary, middle, and secondary certification in social studies.

Juvenile Law (2-3)
This course examines the evolution of laws governing youth, family, and our social institutions (e.g., schools), with a special focus on the rights and responsibilities of parents, children, and schools in contemporary society. The course provides a variety of instructional strategies focusing on teaching about responsibility and law.

Psychology of the Adolescent Girl (1)
Psychological and educational research indicates that between grades 7 and 12 American adolescent girls become less ambitious, less confident, less assertive, and more fatalistic. It appears that they make less progress than boys in psychological development and moral reasoning. Educators who have an understanding of the psychology of adolescent girls can work to counteract these negative developmental trends. Through lecture, discussion, films, reading, and activities, we study adolescent girls and begin to formulate new strategies for working with them.

Teaching with Living History (3)
Students explore the issues, philosophies, and methodologies in teaching using living history in grades K-12. Topics include oral interpretation, oral history, museum education theory and practice, living history museums, virtual field trips, History Alive!, and Colonial Williamsburg curriculum materials. Students will portray a person from the past and conduct oral history interviews.

Understanding the African-American Child (2-3)
This course is intended to provide students with research and data about issues in the black experience that affect motivation, discipline, and cognition. Information is shared about learning styles, the psychology of performance, curriculum materials, and teaching strategies that can be applied to classroom instruction.

Using International Education Resources (2)
This course explores methods for demonstrating the globalization of our culture. The class covers materials and resources for working with topics such as international trade, immigrants, and international culture and politics.

Working with Alcoholic Families (2)
This institute focuses on how teachers can detect pupils who come from alcohol-abusing families, or students who themselves are alcohol abusers. Participants examine self-awareness of one's own experience, knowledge, and attitudes about the topic. Discussions include how to work with students whose behaviors and performances are directly or indirectly affected by alcohol abuse and other drug abuse by family members.

SOCS 5760 Middle School Curriculum and Instruction (3)
Students examine curricular and instructional strategies for the middle school. Interdisciplinary curricula, evaluation of instruction and learning, instructional technologies, and personalization of learning are discussed.

SOCS 5790 Education and Individual Rights (3)
This course covers trends in education relating to development of legal rights and responsibilities among teachers, parents, students, and schools. May be repeated for credit if content differs.

EDUC 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.

SOCS 5840 Comparative Educational Systems (3)
Comparing educational systems from various countries increases international understanding and provides insights into our own education methodology and values. Each participant is responsible for researching a particular system and providing an abstract for class evaluation and discussion.
Social Science

SOCS 5850 Developing a Future-Oriented Curriculum (3)
This is a practicum in which each participant develops a curriculum unit or sequence of classroom activities to help students become better prepared to cope with the world they will face as adults.

SOCS 5900 Innovations in Elementary Social Studies (3)
Students examine new social studies trends in elementary schools, with an emphasis on the place and meaning of social studies curriculum. Analysis of the curriculum materials, the rationale behind them, an understanding of the strategies and techniques utilized, and investigating appropriate evaluation procedures are important to the course.

SOCS 5910 Curriculum and Instruction for the Gifted (3)
Students study the basic premises of curriculum design and classroom structure appropriate for gifted and talented students. A variety of curriculum models and strategies for teaching the gifted are discussed.

SOCS 5920 Meeting the Affective Needs of Gifted Children (3)
This course reviews the affective needs of gifted students and ways to provide services to meet those needs. Students study the social and emotional development of the gifted child. They address the issues of self-esteem, underachievement, leadership, and social relationships, and discuss helping the families of gifted children.

SOCS 5930 Screening, Assessing, and Evaluating Gifted Students (3)
This course is for graduate students who are pursuing certification in gifted education. Theory of testing, analysis of standardized tests, development of testing procedures, and analysis of test data for the gifted are covered. Emphasis is on intelligence testing, assessment of creativity, and interpretation and integration of test data.

SOCS 5940 Gifted Program Planning and Evaluation (3)
This course offers an understanding of administration and supervision of gifted programs and provides students already familiar with the educational theory and models in gifted education with an overview of the skills needed to plan and supervise a defensible program for gifted and talented students. Topics in identification, curriculum design, in-service preparation, grant writing, and community relations are covered.

SOCS 5970 The Gifted Learner (3)
Participants in this course examine current issues in the field of education for the gifted. Programs, teaching methods, and curriculum for the gifted are presented in the course.

SOCS 5990 Independent Scholar (1-3)
M.A.T. graduates with special interests or needs that are not met by existing curricula may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. In no case can an independent study be set up when an existing course already covers the subject. Prerequisite: must be an M.A.T. graduate. May be repeated for credit if content differs.

SOCS 6000 Advanced Graduate Certificate Project (3)
The advanced graduate certificate (A.G.C.) project is the culminating experience in the A.G.C. program. The student chooses a faculty member to supervise this final project. Examples include a presentation or demonstration for an M.A.T. class, a school district, a local board of education, or a community group; a paper or research project which might be published or distributed within an appropriate school, community group, or for a large audience; or an action project designed and implemented within the student's place of employment. Prerequisite: permission of the A.G.C. coordinator.
Program Description
This major offers students advanced knowledge of the specialized educational practices appropriate to students with special needs. The program emphasizes in-depth study of developmentally oriented theory and research in the areas of cognitive and social/emotional development, which enables educators to provide individualized and appropriate educational services within a variety of educational settings. The program of study recognizes the rapidly changing dimensions of special education and promotes the philosophy of integrated learning experiences for all children and youth, including those with special needs.

Goals
The goals of the special education major are to cultivate graduates who are:

1. knowledgeable of the history of special education, characteristics of students with disabilities, and principles and foundations underlying best practices;
2. proficient in designing, adapting, and modifying effective assessment plans, instructional strategies and curricula, and/or intervention plans based on current research regarding cognitive, social, and emotional development in students with disabilities;
3. reflective about their roles as educators to improve learning outcomes, and who collaborate with families and other members of the community in order to advocate for inclusive and equitable educational opportunities for persons with disabilities; and
4. capable of recognizing, valuing, and responding to the unique individual abilities and differences of students with special needs.

Requirements
After completing 9 credit hours within an M.A.T. major and before twenty-one hours, all M.A.T. degree-seeking students are required to be advanced to candidacy. Special education majors are required to have successfully completed, with a grade of B or better, a three-credit course in the Psychology of Exceptional Students, or its equivalent, in order to be advanced to candidacy. Please refer to the Advancement to Candidacy section in this catalog for specific guidelines.

Special education majors are required to complete 33 credit hours, 21 of which must be in special education. The following courses are required, with a minimum grade of B- in each course, for all special education majors:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDUC 5460</td>
<td>Curriculum Design, or EDUC 5800 Applied Research 3 hours</td>
</tr>
<tr>
<td>SPED 5500</td>
<td>Socioemotional Development: Child with Special Needs 3 hours</td>
</tr>
<tr>
<td>SPED 5600</td>
<td>Cognitive Development: Child with Special Needs 3 hours</td>
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</tbody>
</table>

In addition, special education majors are required to complete 9 credit hours of special education courses. Field experience and impact on pupil learning, as documented through coursework, is required for graduation.

Emphasis in Emotional and Behavioral Disorders
The emphasis area in emotional and behavioral disorders offers an advanced program of study in the identification, assessment and evaluation, treatment, and instruction of children and youth with, or at risk for, disruptive and disturbing emotional and behavioral disorders. The program is designed to develop a specialized knowledge base of effective psychoeducational practices for teachers, behavior specialists, and educational consultants who are responsible for the education of students with challenging or disturbed behavior.

In addition to the 12 hours of required coursework for an M.A.T. in special education, the emphasis in emotional and behavioral disorders consists of the following coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPED 5315</td>
<td>Assessment, Evaluation, and Diagnosis of Emotional and Behavioral Disorders 3 hours</td>
</tr>
</tbody>
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One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SPED 5314</td>
<td>Children and Youth with Emotional and Behavioral Disorders 3 hours</td>
</tr>
<tr>
<td>SPED 5280</td>
<td>Attention Deficit Disorder 2-3 hours</td>
</tr>
<tr>
<td>SPED 5220</td>
<td>Topics in Special Education: Teaching Students with Autism 2-3 hours</td>
</tr>
<tr>
<td>• Teaching Students with Autism</td>
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<tr>
<td>• Issues in Juvenile Delinquency</td>
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<tr>
<td>• Working with Students with Alcohol and Drug Abuse Disorders</td>
<td></td>
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<tr>
<td>• Teaching Students with Emotional Problems</td>
<td></td>
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<tr>
<td>• Traumatic Brain Disorders in Children and Youth Students At-Risk for Failure</td>
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</tbody>
</table>

Emphasis in Inclusive Education
The emphasis in inclusive education is designed to provide classroom teachers, regular, and special educators at the preschool, elementary, and secondary levels with the knowledge base, practical applications, and strategies necessary for implementing a successful inclusive education program appropriate to the diverse needs of students in today’s regular classroom. This emphasis will enable practicing teachers to investigate issues and examine strategies that relate to the education of all students.
Special Education

students, regardless of ability, in their local school. In addition to the 12 required credit hours in special education, students must complete at least 9 credit hours of appropriate coursework related to inclusive education.

The following two courses are required for the area of emphasis in inclusive education:

EDUC 5080 Planning for the Inclusive Classroom 3 hours
EDUC 5090 Curricular and Instructional Adaptations 3 hours

In addition, students select one course from the following courses:

SPED 5250 Behavior Management for Children with Special Needs 3 hours
SPED 5260 Career Preparation for Students with Special Needs 3 hours
SPED 5270 Advocating for Persons with Disabilities* 3 hours
SPED 5290 Collaboration and Cooperative Teaching* 3 hours
SPED 5300 Communicating with Families and Disabled Persons 3 hours
SPED 5330 Legal Issues in Special Education 3 hours
SPED 5370 Educating Students with Physical and Health Impairments* 3 hours
SPED 5480 Learning and Behavior Problems in the Classroom 3 hours

* These courses are also offered as ECED 5830 Topics in Early Learning.

Emphasis/Certification Endorsement in Severe Developmental Disabilities

The emphasis in severe developmental disabilities offers a concentrated program of study in the assessment and instruction of children and youth with severe developmental disabilities. The program builds on the knowledge base of special educators who are qualified to teach students with mild and moderate disabilities, and extends the capacity of special education to provide individualized and appropriate educational opportunities to all children. In order to apply for the intensive certification endorsement program in severe developmental disabilities, the applicant must hold a valid Missouri Teacher’s Certificate in Mild/Moderate: Learning Disabilities, Mental Retardation, Behavior Disorders, Physical and Other Health Impairments, or Cross-Categorical Disabilities.

In addition to the 12 credit hours of required coursework for an M.A.T. in special education, the emphasis in severe developmental disabilities consists of the following four courses:

SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities 3 hours
SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities 3 hours
SPED 5313 Augmentative and Alternative Communication for Students with SDD 3 hours
SPED 5090 Special Education Practicum: Severe Developmental Disabilities 3 hours

In addition to the 12 credit hours of required coursework for an M.A.T. in special education, the emphasis in learning and academic disorders consists of the following coursework:

SPED 5413 Assessment, Evaluation, and Diagnosis of Learning and Academic Disorders 3 hours
SPED 5414 Children and Youth with Learning and Academic Disorders 3 hours

One of the following:

SPED 5411 Instructional Methods for Students with Mental Retardation 3 hours
SPED 5412 Instructional Methods for Students with Learning Disabilities 3 hours

One of the following:

EDUC 5080 Planning for the Inclusive Classroom 3 hours
SPED 5250 Behavior Management for Students with Special Needs 3 hours
SPED 5260 Career Preparation for Students with Special Needs 3 hours
SPED 5290 Collaboration and Cooperative Teaching 3 hours
SPED 5310 Education for Adolescents with Special Needs 3 hours
SPED 5320 Learning Strategies: A Cognitive Approach to Exceptional Learners 3 hours
SPED 5340 Planning Transition 3 hours

One of the following:

SPED 5270 Advocating for Students with Disabilities 3 hours
SPED 5330 Legal Issues in Special Education 3 hours

Special Education and Initial Teacher Certification (Missouri)

Special education majors may enroll concurrently in coursework required for a Missouri initial teaching certificate in special education. Students should contact their faculty advisor for a program of study in special education designed especially for certification seeking students. For more information on the requirements for Missouri teacher certification, please contact the Webster University Office of Teacher Certification. Please note: Teacher certification programs are only available at the Webster University main campus (St. Louis, Missouri).

Course Descriptions

Note: Other M.A.T. courses with the EDUC prefix are listed under Multidisciplinary Studies. Undergraduate EDUC courses (those with a number below 5000) are listed in the Undergraduate Studies Catalog.

EDUC 5080 Planning for the Inclusive Classroom (3)
This course introduces the key factors underlying successful planning for the inclusive classroom. Following an examination of the philosophical and legal bases underlying inclusion, students explore issues related to change and educational reform, increasing disability awareness, team building, action planning, using natural supports, and problem-solving strategies.

EDUC 5090 Curricular and Instructional Adaptations (3)
This course offers a framework for adapting the regular classroom environment to meet the diverse needs of students, including those with disabilities. Curriculum adaptations, instructional modifications, and environmental accommodations are explored as strategies to support students with special needs in the regular classroom.
SPED 5010 Methods of Teaching Mathematics for Disabled Learners (3)
This course focuses on the development of mathematics instruction for students with special needs. Prerequisites: MATH 4310 and SPED 5860 Psychology of the Exceptional Student.

SPED 5020 Assistive Technology for Students with Special Needs (2-3)
This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate hardware and software in relation to a student’s specific disability.

SPED 5030 Students with Mild/Moderate Disabilities (3)
This course focuses on the identification and characteristics of students with mild/moderate disabilities, including learning disabilities, mental retardation, emotional and behavioral disorders, physical disorders, and other health impairments. Prerequisite: SPED 5860 Psychology of the Exceptional Student.

SPED 5040 Analysis and Correction of Reading Disabilities (3)
This course focuses on the identification and characteristics of students with significant reading disabilities requiring special education services. The focus on the course is on informal and formal assessment procedures, diagnosis and intervention. Prerequisites: COMM 5820 Foundations in Reading Instruction or COMM 5830 Emergent Literacy and SPED 5240 Psychoeducational Assessment I.

SPED 5050 Language Development for Students with Special Needs (3)
This course focuses on language development in children and youth with special needs. Using case studies, students will examine informal and formal evaluation techniques, review language arts strategies, and develop interventions appropriate for students with language impairments. Prerequisite: SPED 5240 Psychoeducational Assessment I.

SPED 5090 Special Education Practicum (1-3)
All practicum assignments are to be made with prior approval from the instructor. Students should request a practicum application from their advisor at the time of registration. Location, field experience, and identity of the practicum supervisor will be decided upon in each practicum situation. Prerequisites: permission of the instructor; completion of coursework in the specific area of the practicum, including a minimum of 3 credit hours from the Webster University School of Education. May be repeated for credit if content differs.

Practice: Learning Disabled 1-3 hours
Practice: Behavior Disorders 1-3 hours
Practice: Mentally Handicapped 1-3 hours
Practice: Severe Developmental Disabilities 1-3 hours
Practice: Cross-Cat 1-3 hours

SPED 5200 Independent Study (1-3)
M.A.T. students with special interests or needs not met by existing curricula may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already treats the subject. Prerequisite: permission of the coordinator. May be repeated for credit if content differs.

SPED 5210 In-Service Education (1-4)
Webster offers various graduate in-service courses that are not part of the existing M.A.T. curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. Prerequisite: prior approval of the M.A.T. advisor. May be repeated for credit if content differs.

SPED 5220 Topics in Special Education (1-3)
Students in this course explore, in depth, specific topics in the education of children with special needs. Topics are selected that promote the integration of these children into the mainstream of education. Topics vary. May be repeated for credit if content differs.

SPED 5230 Program Models in Special Education (3)
This course focuses on programs developed for the population of students receiving special education services. The content explores philosophy, theoretical framework, curriculum, methodology, learning environment, teacher and student roles, and parent involvement. Students replicate portions of specific models and develop teaching strategies that would be characteristic of particular models. Special attention is given to mainstreaming approaches.

SPED 5240 Psychoeducational Assessment I (3)
This course examines assessment of students with learning difficulties. A review of the statistical properties of standardized instruments and the social and legal issues in testing is presented to provide a framework from which students examine instruments of intelligence, language, perception, motor skills, academics, and behavior. The information derived from these instruments is used to determine specific strengths and weaknesses in individual students using a case-study approach.

SPED 5250 Behavior Management for Children with Special Needs (2-3)
Students are introduced to the principles and techniques of behavior management appropriate to the needs of individual students with disabilities. Content includes identifying problem behaviors, functional behavior assessment, direct and indirect observational techniques, preventative and pre-corrective techniques, methods to strengthen, replace or weaken behavior, measurement techniques, and program evaluation. Students develop a case study and behavior intervention plan.

SPED 5260 Career Preparation for Students with Special Needs (3)
This course presents teachers with career development concepts and techniques for preparing students with special needs to make the successful transition from school to working and living in the community. Career education models and programming strategies are presented for elementary through secondary educational levels, with emphasis on adolescents. Prerequisite: SPED 5860 Psychology of the Exceptional Student.

SPED 5270 Advocating for Persons with Disabilities (3)
Students examine the role of teachers, parents, and professionals in advocating for appropriate services for persons with disabilities. Special emphasis is on the parent-professional relationship, civil rights, due process, participation in educational planning, and advocating for fuller inclusion.

SPED 5280 Attention Deficit Disorder (2-3)
Students examine in depth the characteristics of attention deficit disorder and review educational strategies and interventions that can be implemented within educational settings.

SPED 5290 Collaboration and Cooperative Teaching (3)
This course focuses on professional collaboration, including teachers working together (collaborative consultation, cooperative teaching, or class within a class, teacher teams, and peer coaching) as well as students working together (classwide peer tutoring and cooperative learning). Participants will learn to use various collaborative structures, effective cooperative teaching techniques, problem-solving methods, and content enhancement devices.

SPED 5300 Communicating with Families and Disabled Persons (3)
The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individuals and their families.
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SPED 5310 Education for Adolescents with Special Needs (3)
Participants explore the needs of adolescents with special needs. Emphasis is on academic planning, social and emotional needs, career and vocational planning, and program models.

SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities (3)
This course examines the use of standardized and ecologically based assessments in all areas of skill development. Coursework includes the opportunity to examine and use a number of different assessments.

SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities (3)
This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities in integrated settings. Curriculum and instructional strategies in the areas of domestic skills, vocational skills, leisure skills, and community access skills are covered as well as skills in the embedded areas of communication, social, motor, and functional academics.

SPED 5313 Augmentative and Alternative Communication for Students with SDD (3)
This course introduces strategies for enhancing the functional communication skills of students with severe developmental disabilities. The use of aided and non-aided augmentative strategies are addressed as well as alternative communication systems with an emphasis on using a multimodality approach.

SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3)
This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, emotional and behavioral disorders. The course content focuses on current issues and practices regarding characteristics, identification, and assessment procedures specific to this population of students with disabilities.

SPED 5315 Assessment, Evaluation, and Diagnosis of Emotional and Behavioral Disorders (3)
Students explore a variety of behavioral and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected emotional and behavioral disorders. Functional behavior assessment and analysis, behavior checklists and rating scales, questionnaires, and interviews will be examined in depth. Content includes assessment procedures of externalizing and internalizing disorders, as well as social competency and socioemotional development. Interpretation of assessment findings is presented in a written evaluation report including a diagnostic formulation and recommendations for intervention. Students are expected to plan and conduct a functional behavior assessment and environmental inventory, administer a variety of child behavior questionnaires, conduct a structured interview, and develop and administer a sociogram.

SPED 5316 Instructional Methods for Students with Emotional and Behavioral Disorders (3)
Focuses on educational programming of students with emotional and behavioral disorders including IEP development, instructional techniques, curricular modifications, scheduling, classroom management tactics, individual behavior management plans, and psychoeducational strategies. Students are expected to register in a concurrent practice of 1-3 credit hours. Prerequisite: SPED 5240 Psychoeducational Assessment I.

SPED 5317 Therapeutic Interventions for Disturbed Students (3)
This course examines a variety of psychoeducational and cognitive-behavioral interventions applicable to students with emotional and behavioral disorders. Intervention strategies include life space intervention, group meetings, bibliotherapy and mutual storytelling, self-management, rational emotive therapy and education, stress inoculation, anger control, and self-instructional training. Students are expected to design and implement a selected intervention.

SPED 5320 Learning Strategies: A Cognitive Approach to Exceptional Learners (3)
This course focuses on the theoretical basis and the application of metacognitive approaches to the education of exceptional students.

SPED 5330 Legal Issues in Special Education (3)
Students review the laws governing special education at the federal and state levels. The course covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion.

SPED 5340 Planning Transition (3)
Class members explore techniques and policies that enable children with special needs to make a successful transition into less restrictive educational or vocational environments.

SPED 5350 Enhancing Social Competency in Children with Special Needs (3)
Students examine a variety of strategies and curricula designed to promote social competency and self-regulation in children and youth. Examples of curricula that focus on social skills, problem solving, cooperation, friendship, and self-awareness are studied critically. Students are expected to select and instruct a specific curriculum with students with special needs.

SPED 5360 Psychoeducational Assessment II (2)
This course is designed to provide students with skills in administering, scoring, and interpreting individual assessment instruments. With the consent of the instructor, each student selects one or more assessment tools to administer and score. Interpretation focuses on the information provided by the instrument(s) administered and how this information fits into a total assessment battery. Prerequisite: SPED 5240.

SPED 5370 Educating Students with Physical and Health Impairments (3)
This course explores the academic, psychosocial, and physical needs of individuals with a variety of physical and health impairments, including chronic illnesses. Emphasis is on adaptations for the general education classroom.

SPED 5380 Methods for Students with Mild/Moderate Disabilities I (3)
This course is designed to prepare the teachers of students with mild/moderate learning disabilities, behavior disorders, mental retardation, and physical and other health impairments to develop instructional strategies and curricula to provide an effective program in a range of placement settings, with an emphasis on inclusive placements. It emphasizes a metacognitive approach to instruction based on the functional analysis of the learning behaviors. It focuses on team model of planning and delivery, including the parents, regular education teachers and administrators, and support specialists. Prerequisite: SPED 5240.
SPED 5381 Methods for students with Mild/Moderate Disabilities II (3)
This course introduces pre-service special education teachers to the curriculum, organizational strategies, and instructional techniques appropriate to the needs of students with mild/moderate disabilities, with a focus in the content areas of physical education, health, art, music, science, child and adolescent literature and social studies (government, geography, and economics). It emphasizes the use of technology in adapting the general education curriculum based on a functional assessment of the curriculum and learner behavior. The course emphasizes team planning and delivery, including parents, regular education teachers, administrators, and support specialists. Prerequisite: SPED 5240.

SPED 5410 In-Service Topics (1-3)
In-service courses are designed to provide M.A.T. degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the M.A.T. with prior approval of the student's advisor. May be repeated for credit if content differs.

SPED 5411 Instructional Methods for Students with Mental Retardation (3)
Focuses on educational programming of students with mental retardation, including IEP development, instructional techniques, curricular adaptations and modifications, scheduling, classroom management tactics, and metacognitive strategies. Students are expected to register in a concurrent practicum of 1-3 credit hours. Prerequisite: SPED 5240 Psychoeducational Assessment I.

SPED 5412 Instructional Methods for Students with Learning Disabilities (3)
Focuses on educational programming of students with learning disabilities, including IEP development, instructional techniques, curricular adaptations and modifications, scheduling, classroom management tactics, and cognitive and metacognitive strategies. Students are expected to register in a concurrent practicum of 1-3 credit hours. Prerequisite: SPED 5240 Psychoeducational Assessment I.

SPED 5413 Assessment, Evaluation, and Diagnosis of Learning and Academic Disorders (3)
Students explore a variety of academic and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected academic disorders. Functional behavior assessment and analysis of academics, task analysis, and ecobehavioral assessment will be examined in depth. Students are expected to work intensively. Interpretation of assessment findings is presented in a written evaluation report including a diagnostic formulation and recommendations for intervention. Students are expected to plan and conduct a functional assessment of cognitive and academic skills across the academic areas, integrated with formal assessment data.

SPED 5414 Children and Youth with Learning and Academic Disorders (3)
This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, academic disorders. The course content focuses on current issues and practices regarding characteristics, identification, and placements specific to this population of students with learning disabilities or mental retardation.

EDUC 5460 Curriculum Design (3)
This course is designed to help individuals plan learning experiences. Technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation are discussed. Each student develops a curriculum package that has direct application to his or her particular teaching situation.

SPED 5480 Learning and Behavior Problems in the Classroom (3)
This course updates classroom teachers on effective teaching practices and strategies designed specifically for students with learning and behavior problems. Focus is placed on strategies that enhance the success of all students in the regular education setting, including elementary, middle, and high school.

SPED 5500 Socioemotional Development: Child with Special Needs (3)
This course addresses the implications of theories and research in the areas of social and emotional development of children with special needs. Students explore the relationship between cognitive development and social and emotional development. Emphasis is placed on investigation of environments and interactions that foster trust, self-regulation, self-esteem, social competence, and interdependence.

SPED 5660 Cognitive Development: Child with Special Needs (3)
This course focuses on the implications of current research in the area of cognitive development and learning theory on the education of children with special learning characteristics. Students examine advances in research on metacognition, executive control strategies, and psycholinguistics, and explore applications to individualized education.

EDUC 5800 Applied Research (3)
This course enables students, through action research projects, to develop strategies for problem solving within their classrooms and procedures for conducting self-study as it relates to, but is not limited to, teacher behaviors, learning outcomes, curriculum, policy development, and behavior management. Prerequisites: advancement to candidacy and permission of the instructor. This course may be substituted for EDUC 5460 Curriculum Design.

SPED 5830 Evaluation (3)
This course is designed for all educators who wish to explore the importance of formal and informal evaluation procedures as related to the instructor in the classroom. Evaluation will “review” the concepts of assessment and measurement, study curriculum-based evaluation, teaching and decision making, and explore issues such as national standards, functional curriculum and behavior assessments, and social/cultural transformations in education as related to the ethics of evaluations.

SPED 5860 Psychology of the Exceptional Student (3)
This course 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 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.
School of Education
Graduate Program

Education Specialist (Ed.S.)

**Locations**
All M.A.T. courses are offered at the home campus in St. Louis.

**Vision**
Teaching and reaching learners throughout the world through global leadership.

**Mission**
To develop exemplary leaders today for tomorrow’s schools in our global community.

**Goals**
1. The educational leader/candidate/graduate will demonstrate and model scholarship and lifelong learning skills.
2. The educational leader/candidate/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment.
3. The educational leader/candidate/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities
4. The educational leader/candidate/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues and families.

**Dispositions**
The manner in which an individual behaves has a global impact. ELCC Standards stipulate three foundational dispositions that subsume all others. If one acts with integrity, fairness, and ethically then one will be able to promote success of all students in our global community.

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner

- 5.1 Acts with Integrity
- 5.2 Acts Fairly
- 5.3 Acts Ethically

**Program Description**
The education specialist (Ed.S.) degree offers two majors: Educational Leadership and School Systems, Superintendenty and Leadership.

The Ed.S. provides many opportunities for those who wish to increase their knowledge and skills beyond the master’s level. Coursework, action research, and internship experiences enable students to develop and demonstrate competencies required to move from a specific focus in teaching, curriculum, or support services in schools to the broader view of the educational leader in the community. The Ed.S. program encourages educators to think outside the box, seek solutions to challenges in schooling, to make the world different, and find the courage to do what is best for all students.

Students wishing to combine the Ed.S. program with the certification program must work with their advisor and Ed.S. faculty to meet certification requirements and document performance. Students in the educational leadership major can work toward elementary, middle, or high school principal certification as well as special education director. Students in the school systems superintendency and leadership major can work toward a superintendent certificate. After successful completion of state-required assessment activities, students can apply for administrative certification.

**General Requirements**
The Ed.S. requires satisfactory completion of 33 credit hours of curriculum combined with a master’s degree in education or a related field. Students seeking administrative certifications must also hold valid teacher certification for the appropriate grade level or specialty area.

The student should consult the Academic Policies and Procedures section of the catalog for Webster University policies regarding course attendance; conduct; grades; academic warning, probation, and dismissal; transcripts; and diploma. Procedures for registration and drop, add, and withdrawal from a course are outlined in the Enrollment section of this catalog.

The Ed.S. program consists of a prescribed curriculum that includes coursework, internships, and a capstone course. This course includes a formal review of the student’s portfolio of documented competencies or other faculty-approved methods of documenting established competencies.

**Advancement to Candidacy**
The student is advanced to candidacy when the portfolio or other approved documentation method is approved.

**Ed.S. In Educational Leadership**
The following are required courses for the Ed.S. program in educational leadership:

- **LEAD 6000 Introduction to Educational Leadership**
  - 1 hour
- **LEAD 6001 Foundations in Educational Leadership**
  - 5 hours
- **LEAD 6002 School Administration and Resource Management**
  - 5 hours
- **LEAD 6003 Instructional Leadership**
  - 5 hours
- **LEAD 6004 Leadership and Collaboration**
  - 5 hours
- **LEAD 6005 Internship in Educational Administration**
  - 4 hours
- **LEAD 6006 Advanced Internship (optional)**
  - 3 hours
- **LEAD 6007 Topics in Educational Leadership**
  - 3 hours
- **LEAD 6008 Foundations in Special Education Administration**
  - 3 hours
- **LEAD 6009 Leadership Seminar**
  - 2 hours

LEAD 6000, 6007, and 6008 may be taken as electives in M.A.T. programs if approved by the M.A.T. program advisor. Students may not register for LEAD 6001, 6002, 6003, or 6004 unless they are formally admitted to the Ed.S. program. Program description materials providing additional information on course requirements for specific certification can be obtained from an Ed.S. advisor.
Education Specialist in School Systems, Superintendency and Leadership

The following courses are required for the Ed.S. in school systems, superintendency and leadership.

SSSL 6019: School Systems, Superintendency and Leadership: Educational Foundations 3 hours
SSSL 6020: Research I 2 hours
SSSL 6021: Research II 2 hours
SSSL 6022: School Systems, Superintendency and Leadership: Special Education Law and Legal Issues (must be taken with Internship 6136) 3 hours
SSSL 6024: School Systems, Superintendency, and Leadership: Law 2 hours
SSSL 6025: School Systems, Superintendency and Leadership: Administration 3 hours
SSSL 6026: School Systems, Superintendency and Leadership: Finance/Management 2 hours
SSSL 6027: School Systems, Superintendency and Leadership: Personnel Administration 2 hours
SSSL 6028: School Systems, Superintendency and Leadership: Facilities 1 hour
SSSL 6029: School Systems, Superintendency and Leadership: Curriculum 2 hours
SSSL 6030: School Systems, Superintendency and Leadership: Supervision 2 hours
SSSL 6031: Seminar in School Systems, Superintendency and Leadership: School and Community Relations 2 hours
SSSL 6032: Seminar in School Systems, Superintendency and Leadership: Issues/Politics 2 hours
SSSL 6123: Action Research Internship Step One 1 hour
SSSL 6133: Action Research Internship Step Two 1 hour
SSSL 6134: Optional Topics for Internship I 1 hour
SSSL 6135: Optional Topics for Internship II 1 hour
SSSL 6136: Special Education Internship 1 hour

Total: 33 hours

Course Descriptions

LEAD 6000 Introduction to Educational Leadership (1)
This course provides an overview of theories and research in education leadership. Students will actively participate in self-assessment activities and use the outcome information for setting strategic goals for their own professional development while pursuing the Ed.S. degree goals.

LEAD 6001 Foundations in Educational Leadership (5)
This course helps students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. Students analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process. They employ active inquiry, experimentation, and reflection to investigate issues of race, ethnicity, gender, disability, equity, social justice, and ethics examining the impact of these issues in urban, rural, and suburban contexts. Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6002 School Administration and Resource Management (5)
Students will study theories, concepts, and models utilized in supervising school personnel and resources. They will identify and analyze legal issues, school policies, state and federal statutes, and case law that form the framework for the daily operation of a school system. Research and professional discourse will guide inquiry into strategies for problem solving, conflict resolution, decision making, and team building. Students will simulate and evaluate techniques used in policy development and implementation. They will also investigate techniques used for successful staff recruitment, training, and performance-based improvement programs. Exemplary practices for sound business and facilities management will also be articulated. Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6003 Instructional Leadership (5)
This block is designed to provide students with content and site-based experience related to multiple aspects of effective instructional leadership. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; utilizing data for curriculum alignment and instructional improvement; characteristics of effective instructional leaders; role of technology in education; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader at the elementary, middle, and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection. Prerequisites: competency in statistical analysis and LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6004 Leadership and Collaboration (5)
In this course students will explore a variety of theories, concepts, and models utilized when implementing partnerships. They will investigate the uses and applications of community and school resources in supporting families and children through research, field visits, and professional discourse. Students will analyze techniques for interacting with stakeholders and examine collaboration in interdisciplinary team efforts. Emphasis will be placed on models of communication, problem solving, conflict resolution, decision making, and team building principles and skills. Emphasis will also be placed on exemplary practices in the development of community information, networking, support systems, public relations, and media. Issues of grant identification, proposals, implementation, and evaluation will also be explored in relation to their impact on collaborative processes. Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

LEAD 6005 Internship in Educational Administration (1)
The Internship in Educational Administration is a clinical experience that is supervised, supported, individualized, advanced professional study. It offers opportunities for interns to integrate practice with philosophy, theory, and research. The Interstate School Leaders Licensure Consortium (ISLLC) standards and the Missouri Standards for Teacher Education Programs (MoSTEP) require entry-level administrators to demonstrate competence related to specific knowledge, dispositions, and skills. The central purpose of the Internship in Educational Administration is to offer interns opportunities to develop and document their achievements and mastery of the performance standards necessary for effective school leadership. Prerequisite: enrollment in the related 5-credit-hour course (block course). This course may be repeated.

LEAD 6006 Advanced Internship (1-3)
This course offers students the opportunity to extend or add to site-based application experiences. Students may continue previous experiences to include advanced projects or action research. Students may also choose new internship experiences that can strengthen their leadership
Education Specialist (Ed.S.)

Skills. Students must receive approval from a faculty mentor to enroll in this course.

*Advanced Internship: Early Childhood Administration*
Participants will develop skills and strategies for administering early childhood programs and curricula.

*Advanced Internship: Writing Grants*
Participants will develop skills and strategies for obtaining funding from public and private sources during a site-based internship.

*Advanced Internship: School-Community Partnerships*
This internship focuses on collaborative leadership in partnerships that support effective schools. Professional development schools, school-business partnerships, collaboratives, and networks across schools will be examined through site-based experiences and student-mentor relationships. Prerequisite: approval of faculty mentor.

**LEAD 6007 Topics in Educational Leadership (1-3)**
These courses focus on current issues in educational leadership. Students will conduct inquiry into specific topics of professional and personal interest. Additional topics will be added as new challenges for leaders and issues are identified. This course may be repeated for credit with different topic designations. Examples of offerings in this area are:

*Topics in Leadership: 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 6009 Leadership Seminar (2)*
The Leadership Seminar is the culminating experience of the Ed.S. degree in educational leadership. This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, internships, and other professional experiences; completing a professional portfolio that documents knowledge, skills, and dispositions required for administrator certification; and preparing for the state assessment required for administrator certification. This course begins with an informal presentation and review of the student's portfolio related to School of Education goals and state certification standards. Based on this evaluation, the student and instructor will develop an individual course of study addressing competencies that have not yet been documented. The formal presentation of the professional portfolio that documents all required competencies is the culminating experience of both the course and the program. Prerequisite: 27 credit hours in the Ed.S. program.

*SSSL 6019 School Systems, Superintendency and Leadership: Educational Foundations (3)*
This course assists leaders of the school district in understanding the historical aspect of school districts and how the beginning influences education today. Leadership at the district level will be examined. The school leadership student will study the role of the district administrator as an educational leader. The students will develop an understanding of the theory and research that describe the effective school and will identify specific strategies to implement that knowledge in order to lead a high performing learning community. Students will employ active inquiry, experimentation, and reflection to investigate issues of ethnicity, gender, disability, equity, social justice, and ethics. Students will consider the impact of these issues in urban, rural, and suburban contexts. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

*SSSL 6020 Research I (2)*
This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning in the area of educational research. Students will evaluate educational research methodology; compare various types of research: action research, qualitative and quantitative educational research; examine internal and external validity; sampling methods; data analysis, and components of research reports. The course will include a discussion and procedures and skills necessary for the critical review of educational research. Students will have an increased knowledge of educational research, and how it applies to education and the school improvement process. Students will also have opportunities to interpret and analyze test results and data and develop strategies for improvement of academic achievement. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

*SSSL 6021 Research II (2)*
This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning, interpreting and analyzing test results and data for the purpose of school improvement. Other topics will include the following: use of data to align curriculum and objectives, strategies of communicating results and implementing change. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not counted toward this program.

*SSSL 6022 School Systems, Superintendency and Leadership: Special Education and Law (3)*
Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA 1997 Reauthorization, Zero Reject, Testing, Classification, Placement, Appropriate Education, LRE, Due Process, Parent Participation and Shared Decision Making, Compliance through the Courts, and School Reform. Students will increase their knowledge and understanding of the political dynamics of constitutional law, the foundations of special education law, and the process of federal, state, and local education agencies. Special attention will be given to the Safe Schools Act and its specific application to students with disabilities, reauthorization of IDEA (1997), Section 504 of the Rehabilitation Act of 1973, NCLB and the Americans with Disabilities Act. This course examines the role and responsibilities of the administrator, director, or supervisor of special education at the school district, state, and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of special education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. There will be extensive reading and research required to successfully complete this course. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working
knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

**SSSL 6024 School Systems, Superintendency and Leadership: Law (2)**
This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:

- a. Knowledge of structure/function of the American court system
- b. How statutory/case law impact the public school
- c. Litigation in regard to FERPA and NCLB
- d. Gender based decision making
- e. Student rights
- f. First and fourth amendments
- g. High stakes testing

**Prerequisites:** acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

**SSSL 6025 School Systems, Superintendency and Leadership: Administration (3)**
This course is an overview of rural, suburban, and urban education, school-community relations, and school politics: principles, concepts, and issues at the federal, state, and local level. The course will address organizational development 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:

- a. Strategic plans and system theories.
- b. Organizational development and operational procedure as it relates to the district level.
- c. Collaborative skills in regard to working with district stakeholders and responding to and mobilizing community resources.
- d. Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

**Prerequisites:** acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

**SSSL 6026 School Systems, Superintendency and Leadership: Finance and Management (2)**
Emphasis will be placed on the role of federal, state, and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:

- a. Demonstrate and apply a basic understanding of the principles of sound financial management.
- b. Identify the contribution of education to the economy.
- c. Identify the major components of developing, implementing, changing, and evaluating a school district budget.
- d. Identify and apply the processes of financial accounting, auditing, and reporting.
- e. Identify and apply school finance concepts.
- f. Evaluate and reallocate financial resources to improve student results.

**Prerequisites:** acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

**SSSL 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. Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not counted toward this program.

**SSSL 6028 School Systems, Superintendency and Leadership: Facilities (1)**
This course presents a practical based view of school facilities with some introduction to the foundations, techniques, and principles related to the planning, maintenance, and remodeling of schools. This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning. If possible, students will visit both a school construction site and an older campus. Students will then compare the campuses and how they both contribute to the educational environment. Methods of forecasting enrollment also will be studied. The student will:

- a. Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
- b. Learn the role of the school administrator in modernizing, maintaining, and operating an existing facility.
- c. Explore the role of the school administrator in building a new facility.
- d. Have hands-on opportunities to forecast enrollment.

**Prerequisites:** acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

**SSSL 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:

- a. Understand broad application/impact and results of curriculum across a school district.
- b. Assess and analyze core data in relation to schools and district goals, performance, and learner outcomes.
- c. Connect learner outcomes to professional development, teacher training, and performance.

**Prerequisites:** acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.
SSSL 6030 School Systems, Superintendency and Leadership: Supervision (2)

This course will expand the student's knowledge and experience beyond school building level administration and leadership to that of a much wider perspective, the school system/district. The student will:

a. Understand the relationship between effective communication and interpersonal relationships.

b. Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

c. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices. Identify the components of an effective lesson.

d. Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.

e. Explore professional (staff) development and renewal options.

f. Assess data related to student learning that are used to develop the school vision and goals. The vision shapes the educational programs, plans, and actions.

g. Research state law and district policy that direct employee sanction and termination.

h. Develop effective mentoring procedures.

i. Critique evaluation models for non-certificated employees.

j. Understand the relationship between effective communication and interpersonal relationships.

l. Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6031 Seminar in School Systems, Superintendency and Leadership: School and Community Relations (2)

This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external “communities” and the relationships between and among the communities of the school as an organization.

The role of communications in school-community relations and consideration of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 6032: Seminar in School Systems, Superintendency and Leadership: Issues/Politics (2)

The role of the school district superintendent is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of superintendents in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed, and are transforming how a superintendent provides leadership. This course is designed for aspiring superintendents and focuses on understanding a broad range of issues that are critical to the success of new superintendents. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of superintendents to provide a framework identifying and analyzing problems and discriminating among alternative courses of action.

Prerequisites: acceptance into the Ed.S. program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics, and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

SSSL 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.

The Ed.S. degree in SSSL requires the successful completion of a minimum of five internship credits. Internships are taken one credit at a time. All internships are individually planned and monitored. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. Two Action Research Internships (16 weeks each) and one Special Education Internship (8 weeks) are required. The format of the two remaining internships is the choice of the student.

Prerequisites: acceptance in the Ed.S. Program, appropriate technology expertise as would be expected of a superintendent, a working knowledge of statistics and a demonstrated ability to communicate effectively both orally and through written language. Any deficits must be addressed through courses that are not part of this program.

SSSL 6123 Action Research Internship Step One

Action Research Internship Step One is the first semester internship. It is Step One in the Action Research sequence. In this course the student focuses on understanding action research, developing the action research design and beginning the action research project. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).
SSSL 6133 Action Research Internship Step Two
The second semester of the Action Research Internship experience is Step Two. It focuses on continuation and completion of the action research internship project. Content of the internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This course is 16 weeks for 1 credit (67.5 contact hours of work).

SSSL 6134 Optional Topics for Internship I
This internship is available for internship projects after the Action Research Internship Part One and Part Two. Content of the Optional Topics for Internship must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit hour for 67.5 contact hours of work.

SSSL 6135 Optional Topics for Internship II
This internship is available for internship projects after the Action Research Internship Part One, Part Two and Optional Topics for Internship I. Content of the Optional Topics for Internship II must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook. This internship consists of 1 credit hour for 67.5 contact hours of work.

SSSL 6136 Special Education Internship
This is an eight week internship offered during the summer term in conjunction with SSSL 6022 Special Education Administration and Law. This internship must be approached from the viewpoint of individuals with disabilities and/or their families. This internship consists of 1 credit for 67.5 contact hours within an eight week time frame. It must follow the guidelines stipulated for all internships as delineated in the Education Specialist Student Handbook.
Combined Degrees

Program Description
The combined degrees program enables the student with an outstanding academic record to complete both a bachelor’s degree and a master’s degree through an accelerated program. Upper-level undergraduate courses are integrated with initial graduate courses in the curriculum, which decreases the total requirements for both degrees by a maximum of 12 credit hours.

Students who have accumulated between 64 and 98 credit hours and who have maintained a 3.3 G.P.A. in previous college work are eligible to apply for admission to the program.

The combined degrees program is offered at the St. Louis area locations and has limited availability at Webster's European campuses.

Students seeking the B.S.N./M.S.N. combination may complete this program in either St. Louis or Kansas City. Also, students pursuing a sequential degree in computer science (B.S.) in St. Louis may apply for a sequential combined B.S./M.S. degree program in computer science.

Acceptance and Advancement to Candidacy
The letter of acceptance to the combined degrees program serves as the letter of acceptance required for the master’s degree program. Degree-seeking students are advanced to master’s candidacy when they have completed 12 credit hours of graduate coursework with grades of B or above.

Academic Performance
The degree-seeking student must maintain an A or B grade average to remain in the combined degrees program. Students must maintain a current G.P.A. of at least 3.0.

An undergraduate student who receives two grades of C, one grade of D, or one grade of F in the required combined degree transition courses will be dismissed from the combined degrees program. A graduate student who receives one grade of C or one grade of F will be dismissed from the combined degrees program.

Students dismissed from this accelerated program are eligible to pursue the traditional graduate degree program at Webster University, subject to the policies stated in the current Graduate Studies Catalog.

Continuous Enrollment
Students in the accelerated degrees program must maintain continuous and consecutive enrollment at Webster University. Students who miss more than two consecutive eight-week or nine-week terms will be withdrawn from the program. For exceptional reasons, students may request a waiver of this requirement from the appropriate dean.

Because of the special accelerated nature of this program, no coursework will be permitted to be transferred into the graduate component of the program. Transfer courses may be used only to meet undergraduate prerequisite course requirements, and then only if taken before acceptance into the program.

General Requirements
Students in the undergraduate component of the combined degrees program are subject to the policies and procedures outlined in the current Undergraduate Studies Catalog, with the addition or exception of acceptance/advancement to candidacy, academic performance, and continuous enrollment requirements detailed in this section.

Students in the graduate component of the combined degrees program are subject to the policies and procedures outlined in the current Graduate Studies Catalog, with the addition or exception of the acceptance/advancement to candidacy, academic performance, and continuous enrollment requirements detailed in this section.

B.A./M.A. or B.S./M.A.
Combinations

Admission
Students seeking combined degrees must submit an application for the combined program along with a signed letter of agreement.

General Requirements
By completing a block of requisite courses for the declared graduate major, students may combine their liberal arts undergraduate major with a more career-oriented graduate program. Most undergraduate majors leading to a bachelor of arts, or bachelor of science degree can be combined with any of the following graduate programs as long as the requisite courses for the graduate program have been met.

M.A. in advertising and marketing communications
M.A. in gerontology
M.A. in human resources development
M.A. in international relations
M.A. in legal analysis
M.A. in legal studies
M.A. in management and leadership
M.A. in marketing
M.A. in media communications
M.A. in music
M.A. in public relations

Graduate course descriptions are included in the M.A. and M.B.A. Majors/Emphasis and Course Descriptions sections of the current Graduate Studies Catalog. For undergraduate course descriptions, please refer to the appropriate sections of the Undergraduate Studies Catalog.

M.A. in Advertising and Marketing Communications

Undergraduate Requisite Courses
- MEDC 1010 Introduction to Mass Communications
- EPMG 1000 Introduction to Media Production
- MEDC 1050 Introduction to Media Writing
- ADVT 2910 Writing for Advertising
- MEDC 4100 The Law and the Media
- EPMD 1000 Introduction to Media Production
- MEDC 5000 Media Communications (Requisite Course)
- MNGT 3510 Advertising
- MEDC 5310 Media Production Management
- MEDC 5321 Advertising Decision-Making
- ADVT 5301-5305 Marketing Communications sequence
- MEDC 5310 Media and Culture
- MEDC 5400 Media Production Management
- MEDC 6000 Seminar in Media Communications

Graduate Courses
- ADVT 5310 Marketing Communications
- ADVT 5301-5305 Marketing Communications sequence
- MEDC 5310 Media and Culture
- MEDC 5400 Media Production Management
- MEDC 6000 Seminar in Media Communications

Elective Courses
Students are required to choose two courses from the M.A. in advertising and marketing communications curriculum in addition to the courses listed. For more information about the M.A. in Advertising and Marketing Communications curriculum, please refer to the School of Communications section of the Graduate Studies Catalog.
### Combined Degrees

#### M.A. in Gerontology

**Undergraduate Requisite Courses**
- MULC 2010 Introduction to Diversity and Identity in the U.S.
- MNST 2100 Management Theory and Practices
- PHIL 2340 Ethics, Health Care, and Technology or RELG 2450 Death and Dying
- PSYC 2300 Human Development

**Transition Courses**
- PSYC 3575 Organizational Behavior or MNST 3400 Human Resource Management
- PSYC 3900 Introduction to Counseling, MNST 3500 Marketing, or MNST 3550 Public Relations
- GERN 5000 Gerontology
- GERN 5630 Psychology of Aging

**Graduate Courses**
- GERN 5600 Economic Issues for Older Adults
- GERN 5620 Physiology of Aging
- GERN 5640 Management of Programs for Older Adults
- GERN 5660 Research and Assessment in Gerontology
- GERN 5670 Social Science Perspectives in Gerontology
- GERN 6000 Integrated Studies in Gerontology

**Elective Courses**
- The combined degree in gerontology requires one elective graduate course in addition to the courses listed.

#### M.A. in Human Resources Development

**Undergraduate Requisite Courses**
- PSYC 1100 Introduction to Psychology
- MNST 2100 Management Theory and Practices
- MNST 3400 Human Resource Management
- PSYC 3325 Psychology of Learning Processes, or PSYC 3350 Cognitive Psychology, or MNST 3450 Principles of Organizational Behavior

**Transition Courses**
- MNST 4450 Organizational Development, or MNST 4400 Personnel Law
- MNST 4600 Contemporary Human Resource Strategies, or MNST 4500 Professional Development of Managers
- HRDV 5000 Introduction to Human Resources Development
- HRDV 5610 Training and Development

**Graduate Courses**
- HRDV 5560 Group Development and Change
- HRDV 5700 Career Management
- MNST 5590 Organizational Behavior
- HRDV 5750 Research and Assessment Methods in Human Resources Development
- HRDV 6000 Integrated Studies in Human Resources Development

**Elective Courses**
- The combined degree in human resources development requires three elective graduate courses in addition to the courses listed.

#### M.A. in International Relations*

**Undergraduate Requisite Courses**
- POLT 1050 Introduction to International Politics
- POLT 1080 Introduction to Comparative Politics, or POLT 2250 Politics in the Industrialized World, or POLT 2550 The Politics of Development
- INTL 1500 The World System Since 1500
- HIST 3100 Diplomatic History, or HIST 3150 International Affairs, or INTL 3100 International Political Economy, or POLT 3310 Conduct of Foreign Policy, or POLT 3400 Comparative Politics

**Transition Courses**
- POLT 4100 Advanced Studies in International Affairs, or INTL 4280 International Economics, or POLT 4100 Advanced Studies in International Politics, or POLT 4400 Advanced Studies in Comparative Politics (each must have INTL content)
- POLT 4600 Political Science Seminar (with INTL content), or HIST 4600 History Seminar (with INTL content), or INTL 4600 International Relations Seminar (with INTL content)
- INTL 5100 Research Methods and Perspectives
- INTL 5510 Theories of International Relations

**Graduate Courses**
- Three courses from Interstate Relations/Comparative Politics cluster
- Two additional courses from Transnational Issues cluster
- INTL 6000 International Relations: Theory and Practice

**Elective Courses**
- The combined degree in international relations requires two graduate international relations elective courses in addition to the courses listed, or pre-approved courses (non-INTL) related to international relations.
- *This program is not recommended for evening students.

#### M.A. in Legal Analysis

**Undergraduate Requisite Courses**
- POLT 1060 Introduction to American Politics, or POLT 1070 Introduction to Political Theory: American
- LEGL 2080 Topics in Law, or LEGL 4800 Advanced Topics in Law
- HIST 1320 Twentieth-Century United States
- The following may be substituted:
  - HIST 1010 Topics in History (with U.S. survey subtitle)
  - HIST 1300 Revolutionary America
  - HIST 1310 Nineteenth-Century America

**Transition Courses**
- LEGL 4460 Methods of Legal Research and Writing I
- LEGL 4480 Computerized Legal Research
- LEGL 5450 American Constitutional Law
- LEGL 5470 Civil Actions

**Graduate Courses**
- LEAN 5620 Applied Legal Decision Making
- LEAN 5640 Legal Aspects of Managing Technology or LEAN 5510 Computers in the Law or LEAN 5520 Law on the Net
- One course from the Legal Ethics cluster
- Two courses from the Legal Topics cluster
- One course from the Employment Law cluster
- LEAN 6000 Integrated Law Project

**Elective Courses**
- The combined degree in legal analysis requires one elective graduate course in addition to the courses listed.

#### M.A. in Legal Studies

**Undergraduate Requisite Courses**
- POLT 1060 Introduction to American Politics, or POLT 1070 Introduction to Political Theory: American
- LEGL 2080 Topics in Law, or LEGL 4800 Advanced Topics in Law
- HIST 2400 Introduction to Law, or POLT 2400 Introduction to Law
- HIST 1320 Twentieth-Century United States
Combined Degrees

The following may be substituted:
HIST 1010 (with U.S. survey subtitle)
HIST 1300 Revolutionary America
HIST 1310 Nineteenth-Century America

Transition Courses
LEGL 4460 Methods of Legal Research and Writing I
LEGL 4470 Methods of Legal Research and Writing II
LEGL 5450 American Constitutional Law
LEGL 5470 Civil Actions

Graduate Courses
LEGL 5100 Jurisprudence
LEGL 5300 Ethics for the Legal Professional
LEGL 5400 Anglo-American Legal History
LEGL 5480 Criminal Actions
LEGL 5490 Advanced Topics in Law
LEGL 5800 Computerized Legal Research
LEGL 6000 Research and Writing Project

Elective Courses
The combined degree in legal studies requires two elective graduate courses in addition to the courses listed.

M.A. in Management and Leadership

Undergraduate Requisite Courses
ECON 2010 Principles of Macroeconomics
ACCT 2010 Financial Accounting
MNGT 2100 Management Theory and Practices
MNGT 3400 Human Resource Management
MNGT 3500 Marketing

Transition Courses
MNGT 4100 International Management
MNGT 4900 Managerial Policies and Strategies
HRMG 5000 Managing Human Resources
MNGT 5590 Organizational Behavior

Graduate Courses
BUSN 5200 Basic Finance for Managers
HRDV 5630 Organization Development and Change
MNGT 5650 Management and Strategy
MNGT 5670 Managerial Leadership
MNGT 6000 Integrated Studies in Management

Elective Courses
The combined degree in management and leadership requires three elective graduate courses in addition to the courses listed.

M.A. in Marketing

Undergraduate Requisite Courses
ECON 2010 Principles of Macroeconomics
MNGT 2100 Management Theory and Practices
MNGT 3500 Marketing
MNGT 3510 Marketing Management
MNGT 5960 Marketing Management
MRKT 5900 Marketing Research
MRKT 5970 Marketing Research

Graduate Courses
MRKT 5920 Marketing Channel Management
MRKT 5940 Promotional Management
MRKT 5960 Marketing Management
MRKT 6000 Integrated Studies in Marketing

Elective Courses
The combined degree in marketing requires four elective graduate courses in addition to the courses listed.

M.A. in Media Communications

Students majoring in an undergraduate discipline other than media communications must earn 18 credit hours in undergraduate media communications coursework in order to qualify for the graduate portion of the combined degree program in media communications. These courses will be selected in consultation with an undergraduate advisor.

Undergraduate Requisite Courses
MEDC 1010 Introduction to Mass Communications
EPMD 1000 Introduction to Media Production
MEDC 1050 Introduction to Media Writing, or JOUR 1030 Fundamentals of Reporting
MEDC 2200 Ethics in the Media
MEDC 2800 Cultural Diversity in the Media

Graduate Courses
MEDC 5400 Media Production Management
MEDC 5430 Media Communications Technology
MEDC 5460 Media Research
MEDC 6000 Seminar in Media Communications

Elective Courses
The combined degree in media communications requires four elective graduate courses in addition to the courses listed above.

M.A. in Public Relations

Undergraduate Requisite Courses
MEDC 1010 Introduction to Mass Communications
EPMD 1000 Introduction to Media Production
MEDC 1050 Introduction to Media Writing, or JOUR 1030 Fundamentals of Reporting
PBRL 2920 Writing for Public Relations
PBRL 2100 Fundamentals of Strategic Communications and Public Relations or MNGT 3550 Public Relations
ADVT 3500 Visual Communications for Advertising and Public Relations or COAP 2020 Desktop Publishing

Transition Courses
MEDC 4100 The Law and the Media
PBRL 4300 Crisis Communications Management or PBRL 4800 Media Relations
MEDC 5000 Media Communications (Requisite Course)
PBRL 5322 Public Relations

Graduate Courses
One course from the ADVT 5305-MEDC 5305 Marketing Communications sequence
MEDC 5310 Media and Culture
PBRL 5342 Writing for Public Relations or PBRL 5344 Speechwriting
MEDC 5400 Media Production Management
MEDC 6000 Seminar in Media Communications
Combined Degrees

Transition Courses (to be determined according to the area of emphasis)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music or independent study in Advanced Conducting</td>
<td>12</td>
</tr>
<tr>
<td>MUSC 3010 Composition</td>
<td></td>
</tr>
<tr>
<td>MUSC 4030 Eighteenth-Century Counterpoint</td>
<td></td>
</tr>
<tr>
<td>MUSC 4040 Music of the Twentieth Century</td>
<td></td>
</tr>
<tr>
<td>MUSC 4260 Piano Pedagogy I</td>
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</tr>
<tr>
<td>MUSC 4340 Jazz Scoring and Arranging I</td>
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</tbody>
</table>

Graduate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 5100, 5110 Analytical Techniques I, II</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 5120, 5130 Seminar in Music Literature I, II</td>
<td>6</td>
</tr>
<tr>
<td>Major ensemble-two semesters</td>
<td>2</td>
</tr>
<tr>
<td>Oral examination</td>
<td>0</td>
</tr>
<tr>
<td>Final project</td>
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</tr>
</tbody>
</table>

B.S. in Accounting/M.S. in Finance Combination

Program Description

The bachelor of science (B.S.) in accounting/master of science (M.S.) in finance is an accelerated degree combination primarily designed for students in accounting who plan to enter the accounting profession and are in need of at least 150 credit hours in order to sit for the Certified Public Accounting (CPA) exam.

Admission

Students seeking combined degree program B.S. in accounting/M.S. in finance must submit an application to the Office of Academic Advising and must provide two letters of recommendation from Webster University faculty with the application.

General Requirements

The B.S. in accounting/M.S. in finance degree combination program requires a total of 152 credit hours which is a combination of undergraduate and graduate credit hours. A maximum of 98 credit hours may be accepted for transfer into the undergraduate program but only a maximum of 64 credit hours of lower-division work are allowed to transfer. Transfer students with more than 31 credit hours must take the examination no later than their second semester of study at Webster University.

Students planning to work toward the M.S. in finance are expected to have completed a broad range of upper-division courses in music performance, history, theory, and also several courses in related fields (such as the history of art, philosophy, literature, an international language).

Departmental Standards and Policies

Students should consult the Academic Warning, Probation, and Dismissal sections of the Graduate Studies Catalog for further information. In addition, the Department of Music Student Handbook, available from the Music Office, includes departmental policies on admission to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to M.M. and M.A. students. This departmental policy manual constitutes an extension of the Webster University Undergraduate and Graduate Studies Catalogs.

Undergraduate Requisite Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1010, 1020, 2010, 2020 Music Theory I-IV</td>
<td>12</td>
</tr>
<tr>
<td>MUSC 2030, 2040 Survey of Music History I, II</td>
<td>6</td>
</tr>
<tr>
<td>Courses in the area of emphasis (2000-3000 level)</td>
<td>6</td>
</tr>
<tr>
<td>Major ensemble</td>
<td>2</td>
</tr>
</tbody>
</table>
Combined Degrees

Undergraduate Requisite Courses

All courses required for the B.S. in accounting major with the exception of ACCT 4100 Advanced Financial Accounting and ACCT 4900 Auditing, which are defined as core transition courses between the B.S. in accounting/M.S. in finance programs.

Transition Courses

ACCT 4100 Advanced Financial Accounting
ACCT 4900 Auditing
FINC 5000 Finance
FINC 5880 Advanced Corporate Finance

Graduate Courses

BUSN 6050 Macroeconomics Analysis
BUSN 6070 Management Accounting
FINC 5210 Investments
FINC 5830 Institutions and Financial Markets
FINC 5870 Derivatives
FINC 5890 Financial Statement Analysis
FINC 6290 Financial Strategies

Plus 3 credit hours of graduate electives

B.S./M.S. in Computer Science Combination

Program Description

The M.S. in computer science (COSC) program builds on the strong technical foundation in the B.S. in computer science program. The combined program allows students to enhance and further develop their technical skills in this profession.

Admission

Students seeking the combined degree in computer science must submit an application to the Academic Advising Center in St. Louis.

General Requirements

Students must have an overall lifetime 3.3 G.P.A. They should have between 64 and 98 credit hours and have successfully completed at least 15 credit hours of required COSC coursework before applying for the combined degree program. Students must be accepted into the program before enrolling in the 4000-level core courses or any graduate-level courses. Students must take all of the undergraduate courses before taking any of the graduate courses.

This program requires that 60 credit hours of COSC coursework be taken at Webster University. It is required that computer science students pursuing the combined degrees option complete both 30 undergraduate COSC credit hours and 30 graduate COSC credit hours in residency. Students who have transferred in any undergraduate requisite courses will be required to take additional undergraduate COSC hours. No graduate transfer credits are permitted in this program.

Students may receive the B.S. degree after completing all of the requirements for the degree and before completing the requirements for the M.S. degree. For the B.S. degree, they should have completed a total of 128 credit hours, including all 24 credit hours of the required undergraduate COSC courses, and the four COSC courses in the set of transition courses. If any of the undergraduate requisite courses are transferred in, students will be required to complete additional undergraduate COSC hours at Webster University in order to meet the residency requirement noted in the general requirements. Students may then continue completing the requirements for the M.S. degree.

All courses must be taken at Webster University for the sequential combined degree program in computer science.

Undergraduate Requisite Courses

COSC 1550 Computer Programming I
COSC 1560 Computer Programming II
COSC 1570 Mathematics for Computer Science
COSC 2250 Data Structures I
COSC 2610 Operating Systems
COSC 2810 Systems Analysis and Design
COSC 3100 Data Structures II

Plus 3 credit hours of COSC electives

Transition Courses

COSC 4110 Database Concepts
COSC 4120 Database Applications
COSC 5000 Distributed Systems
COSC 5110 Network Architecture

Graduate Courses

COSC 5010 Object-Oriented Analysis and Design
COSC 5020 Object-Oriented Programming
COSC 5030 Agile Software Development
COSC 5060 Systems Concepts
COSC 5120 Data Communication
COSC 5130 Computer Security and Reliability
COSC 5150 Distributed Application Development
COSC 6000 Distributed Systems Project

B.S.N./M.S.N. Combination

Admission

Requirements for admission to the combined B.S.N./M.S.N. program are:

1. completion and submission of an application to the combined B.S.N./M.S.N. program;
2. completion and submission of a signed letter of agreement;
3. completion of all admission requirements for the M.S.N. program with the additions and exceptions noted in this section.

General Requirements

Students must apply to the program, and undergraduate courses must be completed prior to enrollment in the four core courses. Students should consult the appropriate sections of the Undergraduate Studies Catalog for undergraduate course descriptions.

Undergraduate Requisite Courses

PSYC 2750 Introduction to Measurement and Statistics
NURS 3010 Concepts of Professional Nursing
NURS 3020 Holistic Health Assessment
Combined Degrees

General Requirements
To be admitted to the combined B.M./M.M. program, the student must have:
1. completed at least 64 and no more than 98 credit hours;
2. completed MUSC 2020, MUSC 2040, and either MUSC 2310 and MUSC 2380, or MUSC 2820;
3. a 3.3 G.P.A.; and
4. successfully completed the Department of Music Candidacy Examination, which officially admits the student into a professional B.M. program. The Candidacy Examination is normally taken during the student’s fourth semester. Transfer students with more than 31 credit hours must take the Candidacy Examination no later than their second semester of study at Webster.

Students planning to work toward the M.M. in jazz studies, the M.M. in orchestral performance, or the M.M. in performance with an emphasis in piano, organ, voice, or guitar must have completed a minimum of four semesters of applied music at the 3000 or 4000 level (including transfer credit) prior to admission to the combined degrees program.

Students planning to work toward the M.M. in composition must have completed 6 credit hours of MUSC 3010 Composition prior to admission to the combined degrees program.

Departmental Standards and Policies
Students should consult the Academic Warning, Probation, and Dismissal sections of the Graduate Studies Catalog for further information. In addition, the Department of Music Student Handbook, available from the Music Office, includes departmental policies on admissions to candidacy, degree recitals, theses, applied music, and ensembles, as well as other areas that pertain to M.M. students. This departmental policy manual constitutes an extension of the Webster University Undergraduate and Graduate Studies Catalogs.

Ensemble Requirements for Graduate Students in Music
All graduate students in music are required to complete two semesters in a major ensemble. Jazz studies majors may fulfill this requirement through the various jazz ensembles. Composition majors will participate in the New Music Ensemble for one term, with a second term in Wind Ensemble, Orchestra, or a choral ensemble. Majors in other areas will choose Choir, Orchestra, or Wind Ensemble. Additional performing groups (such as Opera Studio or Jazz Singers) may be chosen for elective credit.

M.M. in Composition
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. Numerous opportunities exist for the performance of students’ works such as the Webster New Music Ensemble.

Undergraduate Requisite Courses
MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
MUSC 1810, 1820, 2810, 2820 Musicianship I-IV 8 hours
MUSC 2030, 2040 Survey of Music History I, II 6 hours
MUSC 3010 Composition (two semesters) 6 hours
MUSC 4001-4005 Applied Music 12 hours

Transition Courses
MUSC 4010 Composition 3 hours
MUSC 4030 Eighteenth-Century Counterpoint 3 hours
MUSC 4040 Music of the Twentieth Century 3 hours
4000-level MUSC electives 3 hours
Other Programs
Graduate Program

Combined Degrees

Graduate Courses
MUSC 4230 Seminar in Music Business 2 hours
MUSC 4950 Webster New Music Ensemble 1 hour
Major Ensemble—1 semester 1 hour
  MUSC 4920 Webster University Choral Society
  MUSC 4940 Webster University Symphony Orchestra
  MUSC 4980 Webster University Wind Ensemble
MUSC 5010 Composition (four semesters) 8 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
Final project 0 hours
  The student must submit a major composition project (thesis) and present a recital of works completed while a graduate student at Webster University at least 45 minutes in length. A recording of the recital must accompany the submitted manuscript.

M.M. in Jazz Studies
The Webster jazz studies program is based around the small group performing experiences. The M.M. in jazz studies allow for students to emphasize composition or performance. Students who elect to emphasize jazz history may pursue the masters of arts in music. Students work directly with a faculty mentor on various graduate jazz studies projects.

Undergraduate Requisite Courses
MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
MUSC 1370, 1380, 2370, 2380 Jazz Theory I-IV 12 hours
MUSC 2030, 2040 Survey of Music History I, II 6 hours
MUSC 3003-3004 or 4003 Applied Music 12 hours
MUSC 2300, 2310, 3300, 3310 Jazz Improvisation I-IV 12 hours
One approved recital on major instrument

Transition Courses
MUSC 5000 Applied Music (Major Instrument) 3 hours
MUSC 4340 Jazz Scoring and Arranging I 3 hours
MUSC 5200 Independent Study: Advanced Arranging 3 hours
MUSC 5800 Advanced Studies in Music: Jazz History 2 hours

Graduate Courses
MUSC 5000 Applied Music (Major Instrument) 5 hours
MUSC 5010 Composition (four semesters) 8 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
MUSC 5800 Advanced Studies in Music: Jazz Pedagogy 3 hours
Major Ensemble—2 semesters 2 hours
  MUSC 4960 Jazz Ensemble
  MUSC 4950 Vocal Jazz Ensemble
  MUSC 4970 Webster University Big Band
Final project, recital, or major arranging project or one major history document 0 hours
Oral examination 0 hours

M.M. in Orchestral Performance
Those who anticipate careers as orchestral performers may pursue the M.M. in orchestral performance. This degree program permits a combination of solo, chamber, and orchestral training. Private instruction is provided by full-time and adjunct faculty artists and by members of the Saint Louis Symphony Orchestra.

Undergraduate Requisite Courses
MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
MUSC 1810, 1820, 2810, 2820 Musicianship I-IV 8 hours
MUSC 2030, 2040 Survey of Music History I, II 6 hours
MUSC 4004 Applied Music: Instrumental Studies 26 hours

Transition Courses
MUSC 4030 Eighteenth-Century Counterpoint 3 hours

MUSC 4040 Music of the Twentieth Century 3 hours
MUSC 5000 Applied Music (Major Instrument) 3 hours
MUSC 4000-level electives 3 hours

Graduate Courses
MUSC 4190 Orchestral Literature 3 hours
MUSC 4940 Webster University Symphony Orchestra 2 hours
MUSC 5000 Applied Music (Major Instrument) 8 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
MUSC 5230 Seminar in Music Business 2 hours
Two public recitals 0 hours
Oral examination 0 hours

M.M. in Performance: Piano, Organ
The M.M. in performance provides an intensive curriculum in solo and ensemble experiences culminating in two public recitals.

Undergraduate Requisite Courses
MUSC 1010, 1020, 2010, 2020 Music Theory I-IV 12 hours
MUSC 1810, 1820, 2810, 2820 Musicianship I-IV 8 hours
MUSC 2030, 2040 Survey of Music History I, II 6 hours
MUSC 4001 Applied Music: Piano, Organ 20 hours
One approved recital

Graduate Courses
MUSC 5000 Applied Music: Piano, Organ 8 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
MUSC 4920 Webster University Choral Society 0 hours
MUSC 4940 Webster University Symphony Orchestra 0 hours
MUSC 4980 Webster University Wind Ensemble 0 hours
Two public recitals 0 hours
Oral examination 0 hours

M.M. in Performance: Voice
Graduate Courses
MUSC 5000 Applied Music: Voice 7 hours
MUSC 5100, 5110 Analytical Techniques I, II 4 hours
MUSC 5120, 5130 Seminar in Music Literature I, II 6 hours
MUSC 4910 Webster University Choral Society 1 hour
MUSC 4920 Webster University Choral Society 1 hour
Two public recitals 0 hours
Oral examination 0 hours
Other Programs

M.M. in Performance: Guitar

Undergraduate Requisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>MUSC 1010, 1020, 2010, 2020 Music Theory I-IV</td>
<td>12</td>
</tr>
<tr>
<td>MUSC 1810, 1820, 2810, 2820 Musicianship I-IV</td>
<td>8</td>
</tr>
<tr>
<td>MUSC 2030, 2040 Survey of Music History I, II</td>
<td>6</td>
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<tr>
<td>MUSC 4004 Applied Music</td>
<td>26</td>
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<tr>
<td>One approved recital</td>
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Transition Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tr>
<td>MUSC 4030 Eighteenth-Century Counterpoint</td>
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<tr>
<td>MUSC 4040 Music of the Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 4950 Chamber Music</td>
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<tr>
<td>MUSC 4800 Advanced Topics: Guitar Pedagogy</td>
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</table>

Graduate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUSC 5000 Applied Music: Guitar</td>
<td>8</td>
</tr>
<tr>
<td>MUSC 5100, 5110 Analytical Techniques I, II</td>
<td>4</td>
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<tr>
<td>MUSC 5120, 5130 Seminar in Music Literature I, II</td>
<td>6</td>
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<tr>
<td>Major ensemble—2 semesters</td>
<td>2</td>
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<tr>
<td>MUSC 4920 Webster University Choral Society</td>
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<tr>
<td>MUSC 4940 Webster University Symphony Orchestra</td>
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<td>MUSC 4980 Webster University Wind Ensemble</td>
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<tr>
<td>Two public recitals</td>
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</tr>
<tr>
<td>Oral examination</td>
<td>0</td>
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</tbody>
</table>

Graduate Studies

Webster University's graduate programs allow students to achieve the best education for their particular talents, interests, and goals. Like the University, the graduate school regards teaching as its first priority. Thus, program development aims to extend and enhance instruction. The graduate school believes in the educational value of joining theory and experience in the classroom. To this end the curriculum is taught by a combination of professional practitioners and professional educators to ensure that the student's education is a successful blend of both theory and practice.

The graduate school offers the following graduate degrees:

- Combined Degrees (see Combined Degree section for approved combinations)
- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Master of Arts in Teaching (M.A.T.)
- Master of Fine Arts (M.F.A.)
- Master of Health Administration (M.H.A.)
- Master of Music (M.M.)
- Master of Public Administration (M.P.A.)
- Master of Science in Nursing (M.S.N.)
- Master of Science (M.S.)
- Education Specialist (Ed.S.)
- Doctor of Management (D.Mgt.)

Students should consult the current Graduate Studies Catalog to determine locations where Webster University offers degree programs, the majors offered, detailed academic requirements, and the academic calendar.

Master of Arts

The Webster University M.A. degree requires satisfactory completion of 36 credit hours of graduate degree curriculum, with the exception of counseling, which requires 48 credit hours. The M.A. program begins with the conviction that many professional people require educational programs with built-in flexibility to meet individual needs. These individuals seek a graduate program that will enable them to attain competence in a specific area and provide them with an opportunity to incorporate into their educational experiences an exposure to other areas in the social and behavioral sciences.

Other Programs

Graduate Program

The following majors are offered:

- Advertising and Marketing Communications
- Art
- Business and Organizational Security Management
- Communications Management
- Counseling
- Gerontology
- Health Care Management
- Human Resources Development
- Human Resources Management
- Information Technology Management
- International Business
- International Relations
- Legal Analysis
- Legal Studies
- Management and Leadership
- Marketing
- Media Communications
- Media Literacy
- Music
- Patent Agency
- Procurement and Acquisitions Management
- Public Relations

Students should consult the Locations, Degrees, and Majors and the M.A. and M.B.A. Majors/Emphasis and Course Descriptions sections of the current Graduate Studies Catalog for a list of majors offered at a particular location. Students enrolled at the St. Louis home campus may design an individualized degree program in an area independent of the basic core programs.

Master of Business Administration

The M.B.A. is designed for students who want a quantitative orientation in their graduate degree program. The degree requires satisfactory completion of 27 credit hours within the M.B.A. curriculum, and 9 credit hours of graduate electives for a total of 36 credit hours, or with an emphasis for a total of no less than 48 credit hours. Students who require prerequisite courses may have to complete more than 36 or 48 credit hours to receive the M.B.A.

Students should consult the Locations, Degrees, and Majors and the M.A. and M.B.A. Majors/Emphasis and Course Descriptions sections of the current Graduate Studies Catalog for a list of majors offered at a particular location.

Master of Arts in Teaching

Webster's M.A.T. degree provides teachers with subject matter knowledge, educational understanding, technical skills, and opportunities for professional development. By providing a program that is primarily teacher-oriented, Webster reinforces an educator's commitment to the classroom by increasing command of subject matter fortified with new teaching methods and strategies.

Each M.A.T. major is designed for the teacher with particular needs related to both a present teaching situation and the reality of a rapidly changing future. The M.A.T. mix of the theoretical and the practical provides a potent means for personalized graduate education, encouraging self-initiated, self-directed learning for the teachers and, derivatively, for their students.

The M.A.T. program emphasizes an inductive approach to learning. Hence, discovery and inquiry play an important part in the program. M.A.T. faculty members teach as they would have M.A.T. graduates teach—in an open, flexible, considerate manner, in which experimentation and evaluation are encouraged. In such a program, a high level of student participation is encouraged and expected.

The M.A.T. program in St. Louis offers majors in communication arts, early childhood education, educational technology, mathematics,
Other Programs

Graduate Program

multidisciplinary studies, science, social science, and special education. An M.A.T. in multidisciplinary studies is offered in Kansas City, Missouri; Jacksonville, Florida; and in Crystal Lake, Illinois.

Master of Fine Arts in Arts Management and Leadership

The M.F.A. in arts management and leadership is designed to develop professional, enlightened, and imaginative leadership for visual and performing arts institutions. Students will acquire an understanding of the theories of business management and techniques with special emphasis on the application of these skills to the arts. Internships and professional residencies will afford the students with practical and meaningful experiences in the field.

The M.F.A. in arts management and leadership is offered only at the St. Louis home campus.

Master of Health Administration

The M.H.A. is designed to equip the student with those skills necessary for effective management or administration in the health field. This is a non-clinical course of study. Students are introduced to various types of health delivery systems, the implications for managing diverse systems and the principles for developing health administration strategy.

Master of Science in Nursing

The master of science in nursing (M.S.N.) program is designed for registered nurses with a B.S.N. who wish to pursue advanced nursing knowledge. A family centered nursing framework is used to prepare graduates for one of two roles: educator or leader. In addition to specific courses relevant to the student’s chosen area of emphasis, students take core courses in nursing theory, nursing research, policy and politics, and family systems nursing. All students complete a synthesis project.

Graduates of the M.S.N. program are prepared for positions in nursing education or leadership roles in a variety of settings. The program requires the completion of 36 credit hours. Courses are scheduled in an eight-week format. The M.S.N. program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, New York, 10006, 212-363-5555. Webster University is a participant in the Missouri Articulation Program (M.A.P.). The program is designed to be a part-time program that students can complete in three years.

The M.S.N. is offered at the Kansas City metropolitan campus and the St. Louis home campus.

Master of Fine Arts in Arts Management and Leadership

The M.F.A. in arts management and leadership is designed to develop professional, enlightened, and imaginative leadership for visual and performing arts institutions. Students will acquire an understanding of the theories of business management and techniques with special emphasis on the application of these skills to the arts. Internships and professional residencies will afford the students with practical and meaningful experiences in the field.

The M.F.A. in arts management and leadership is offered only at the St. Louis home campus.

Master of Music

The M.M. degree requires completion of coursework and private study within the Department of Music. Majors include composition, jazz studies, performance, orchestral performance, music education, and church music. Performance is emphasized, and graduate students are expected to achieve a high degree of proficiency in a selected area. These achievements will be demonstrated through public performance and other designated forums. The M.M. program conforms to guidelines approved by the National Association of Schools of Music.

Graduates of the M.M. program will be trained to further their careers in private studio teaching, private school music teaching, or public performance as soloist, ensemble member, conductor, or composer. The emphasis for each student’s training will be determined by individual consultation with the advisor and the committee for graduate studies in music.

Graduate credits toward the M.M. should be completed at Webster University. Exceptions to this policy must be approved by the department chair.

Applicants are required to complete entrance examinations in music theory and music history. Remedial studies that fulfill the need of the student will be prescribed for students who have deficiencies in either of these areas. These remedial courses will be for credit only and will not apply toward the graduate degree.

The M.M. is offered only at the St. Louis home campus.

Master of Public Administration

The M.P.A. is designed to provide a developmental framework for those interested in leadership and management in the public service. It examines the public and non-profit sectors of society, with an analysis of management techniques and the leadership experience used in applying these techniques to public policy decision-making. The curriculum seeks to examine in depth the nature of public servants, the tools at their disposal, and various roles in public organizations.

Master of Science

The M.S. degree prepares graduates for technical fields, which require specific prerequisites for entry and defined course requirements. Webster offers the M.S. in these professional areas: computer science/distributed systems, environmental management, finance, nurse anesthesia, and space systems operations management. Students may not apply for dual majors because of the technical nature of the M.S. degree program.

The M.S. in computer science/distributed systems is offered at the St. Louis Old Post Office campus, the Merritt Island metropolitan campus, and the Palm Bay campus.
Graduate Certificates
A graduate certificate normally consists of specified coursework with a defined focus.

Current Graduate Certificates
- Computer Science/Distributed Systems (COSC courses)
- Decision Support Systems (CSIS courses)
- Gerontology (GERN courses)
- Gifted Education (SOCS courses)
- Global Commerce (GLBL courses)
- Government Contracting (PROC courses)
- Intellectual Property Paralegal Studies (LEGL courses)
- Non-Profit Management (MNGT and other courses)
- Paralegal Studies (LEGL courses)
- Remote Sensing Analysis and Geospatial Information Systems (SPSM courses)
- Teaching English as a Foreign Language (COMM/FRLG courses)
- Web Services (COAP courses)

Criteria
1. Students seeking a graduate certificate must have a bachelor’s degree or its equivalent.
2. Graduate certificates will have a minimum of 18 credit hours. Additional requirements may apply.
3. Transfer credits and course substitutions are not applicable to graduate certificates.
4. The grading policy for the M.A. and the M.B.A. at Webster University applies to the graduate certificate in related curricula.
5. Courses fulfilling requirements of one graduate certificate may not be applied toward another certificate.
6. Courses fulfilling the requirements for a graduate certificate may satisfy partial requirements of a degree program.

Students seeking the graduate certificate should consult the Academic Policies and Procedures section of the current Graduate Studies Catalog for information regarding application, admission, registration, and academic policies.

Undergraduate Studies
Undergraduate studies include the bachelor of arts (B.A.), the bachelor of science (B.S.), the bachelor of fine arts (B.F.A.), the bachelor of music (B.M.), and the bachelor of music education (B.M.Ed.). A degree completion program culminating in the bachelor of science in nursing (B.S.N.) is available.

Combined accelerated programs are available to students in the St. Louis area who meet the requirements for the bachelor of arts or science/master of arts degrees, the bachelor of music/master of music degrees, or the bachelor of science in nursing/master of science in nursing degrees. The bachelor of science/master of science combination in computer science is available to qualified students in both St. Louis and Orlando.

Requirements
Requirements for a baccalaureate degree at Webster University include the following:
1. Satisfactory completion of 128 credit hours
2. Successful completion of at least 30 of a student’s final 36 credit hours registered for and earned directly from Webster University. These residency hours may include credits earned through assessment of prior learning and departmental credit by examination.
3. A grade point average of 2.0 in Webster University coursework
4. Satisfactory completion of requirements for a major
5. Completion of general education requirements

Locations
Undergraduate degree-seeking students may enroll in the St. Louis area at the home campus in Webster Groves, the Old Post Office campus, the Westport campus, or the St. Charles County/WingHaven campus; at the Kansas City metropolitan campus (B.A. degree completion in business, legal studies, and management and bachelor of science in nursing (B.S.N.) degree completion only); at the North Orlando and South Orlando metropolitan campuses (B.A. degree completion in business and management only); at the Irvine metropolitan campus (B.A. degree completion in management and psychology only); at the San Diego metropolitan campus (B.A. degree completion in business and management only); or at the South Carolina metropolitan campuses at Charleston, Columbia, and Greenville (B.A. degree completion in management and psychology only). Internationally, undergraduate degree programs are available in Geneva, Switzerland; Leiden, The Netherlands; London, United Kingdom; Hua Hin/Cha-am, Thailand; and Vienna, Austria.

For information about undergraduate studies, call 314-968-6991.
## Tuition, Fees, and Refunds

### Tuition and Fees

The tuition rates listed are effective for the 2007-2008 academic year and are subject to change.


**Tuition per credit hour**

<table>
<thead>
<tr>
<th>Group</th>
<th>Tuition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enrolled at Webster University metropolitan campuses or nonmilitary locations outside the St. Louis area (excluding Irvine and San Diego)</td>
<td>$435</td>
</tr>
<tr>
<td>Students enrolled at St. Louis area campuses (except doctoral students and other specialized degree areas)</td>
<td>$520</td>
</tr>
<tr>
<td>Students enrolled at the Irvine and San Diego campuses</td>
<td>$485</td>
</tr>
<tr>
<td>Active duty military enrolled at military locations</td>
<td>$295</td>
</tr>
<tr>
<td>Other students enrolled at military locations*</td>
<td>$345</td>
</tr>
<tr>
<td>Students enrolled in the doctorate program</td>
<td>$590</td>
</tr>
<tr>
<td>Active duty military enrolled in online courses</td>
<td>$395</td>
</tr>
<tr>
<td>Students enrolled in online graduate courses</td>
<td>$575</td>
</tr>
</tbody>
</table>

*Reservists and retired military, federal and contract employees of the installation and dependents of active duty military may be eligible for a reduced tuition rate at on-base, in-class courses.

### Fees

- **Application fee (D.Mgt.--nonrefundable)**: $100
- **Application fee (all others--nonrefundable)**
  - A check payable to Webster University should be attached to the application form. $50
- **Graduation fee (nonrefundable)**: $50
- **Lab fees** may be assessed for selected classes.

### M.S. in Nurse Anesthesia

**Tuition (per term, excludes fees)**: $4,260

### M.A.T. and Ed.S.

**Tuition per credit hour**

<table>
<thead>
<tr>
<th>Group</th>
<th>Tuition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (St. Louis)</td>
<td>$435</td>
</tr>
<tr>
<td>M.A.T. online courses</td>
<td>$485</td>
</tr>
<tr>
<td>In-service courses</td>
<td>$66-$300</td>
</tr>
<tr>
<td>M.A.T. alumni</td>
<td>$260</td>
</tr>
<tr>
<td>M.A.T. extended sites</td>
<td>$280-$375</td>
</tr>
</tbody>
</table>
| Students enrolled in the education specialist (Ed.S.) program | $290

**Fees**

- **Application fee (degree and nondegree--nonrefundable)**: $50
- **Graduation fee (nonrefundable)**: $50
- **Lab fees** may be assessed for selected classes.

### Reduced Fees for M.A.T. Graduates

Graduates of the Webster University master of arts in teaching (M.A.T.) program may enroll in M.A.T. classes as M.A.T. alumni for a special fee per credit hour. Under certain circumstances in which enrollment is limited, current degree-seeking students are given priority. This tuition reduction is not applicable to Online, In Service and off-campus courses.

M.A.T. alumni are limited to 6 credit hours per semester. M.A.T. graduates who are working toward a second M.A.T. degree or an advanced graduate certificate may take only 6 credit hours at reduced tuition as part of these programs. The remaining credit hours must be taken at regular tuition rates.


### Payment Requirements

Payment and/or payment arrangements are required at registration. The payment option form is available in the Registration location, the Academic Advising Center, and the Business Office. The payment options offered include:

- Financial aid
- Direct billing to a third party (i.e., employer)
- Tuition assistance paid by a government agency, e.g., military
- Employer reimbursement
- Deferred payment plan
- Payment in full

The first four options require the submission of appropriate documentation. The deferred payment plan option requires a deferred payment fee to be paid at the time of registration. The University reserves the right to refuse deferred payment privileges for any student whose account is overdue or has been overdue in the past.

Webster accepts MasterCard, Discover, VISA, and money orders or personal checks made payable to Webster University as payment. Students are financially responsible for all courses not officially dropped by the deadline. Webster University reserves the right to withhold transcripts or diplomas related to enrollment for a current term and/or refuse or cancel enrollment for future terms, if any tuition or other fees or charges owed to the University are not paid when due. In the event an account is referred to an agency or attorney for collection, the student promises to pay, in addition to all amounts otherwise due to Webster University, the costs and expenses of such collection and/or representation not to exceed 33% of the amount owed, including, without limitation, reasonable attorneys’ fees and expenses (whether or not litigation is commenced), to the extent permitted by applicable law.

### Reduced Fees for Military Personnel

By formal contract, active duty military enrolled at military locations are eligible for reduced tuition fees, including online courses. With documented eligibility, selective reservists and retired military, federal and contract employees of the installation and dependents of active duty military enrolled at military locations are also eligible for a reduced tuition rate for on-base, in-class courses only.
Tuition, Fees, and Refunds

Refunds
The student tuition refund rates apply when a student drops or withdraws from a course in accordance with University enrollment policies and the refund has been approved.

Students in California will receive a pro rata refund of tuition if the withdrawal is within 60 percent of the beginning of the enrollment period. All other student refunds/tuition waivers are made according to the following schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>16-Week Class</th>
<th>8- or 9-Week Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Withdrawal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Week 4</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>Week 5</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 6</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 7</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 8</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 9</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The deposit and refund policies at our European and Asian campuses may differ from the above. Please refer to the catalog of the international campus you are attending for details.

Note: This refund policy does not include laboratory fees associated with a class.

Financial Aid
Students requiring financial assistance are encouraged to contact the Office of Financial Aid at the St. Louis home campus or their local representative for information, options, and procedures regarding financial aid. Information is also available online.

Assistantships
A limited number of graduate assistantships in music are available. The assistantship stipends do not include tuition remission. Applications for assistantships must be received by March 15.

Scholarships and Grants
Leif J. Sverdrup International Scholarship Fund
This annual scholarship fund of $1,000–$2,500 was created by Mrs. Leif J. Sverdrup and Mr. Johan Sverdrup for graduate students who seek an international study experience.

U.S. degree-seeking students at Webster University who wish to study at one of the University’s international campuses or students enrolled at one of Webster University’s international campuses who wish to study at Webster University in St. Louis may apply for the scholarship. The student must have been advanced to candidacy and maintained grades of B or above to qualify for the scholarship.

M.A.T. Professional Development Tuition Grant
An educator who wishes to pursue a master of arts in teaching (M.A.T.) degree at Webster University may apply for an M.A.T. Professional Development Tuition Grant. During the initial semester, the official letter of acceptance has been received by the student, an M.A.T. Professional Development Tuition Grant application will be automatically sent to the student. Funding for this grant varies from semester to semester, but on average the grant is equal to the tuition of a 3-credit-hour M.A.T. course ($1,305). The Professional Development Tuition Grant only provides funding for the student’s second semester at Webster and may only be applied for by an M.A.T. student once during the initial semester at Webster University as a degree-seeking M.A.T. student.

This grant may not be utilized in conjunction with other tuition vouchers, reduced tuition plans, grants, scholarships, or any other tuition reimbursements through the applicant’s place of employment.

Eligibility
The following criteria are used to establish eligibility for the M.A.T. Professional Development Tuition Grant for Educators:
1. Financial need is assessed by the financial application and must be completed and submitted along with the M.A.T. Professional Development Tuition Grant application.
2. Applicants must be currently employed half time or more (typically a minimum of three hours per day) by a public or private elementary school, secondary school, junior college, or other organization (approved by the dean of education). Verification of employment must be made at the time of application.
3. The M.A.T. Professional Development Tuition Grant pays for one 3-credit-hour, full-tuition M.A.T. course (excluding in-service courses, alumni taking courses at reduced tuition, and directed or independent studies).
4. Priority is given to new M.A.T. applicants who attend classes at the home campus in St. Louis, Missouri.

Veterans' Educational Benefits
Webster University courses of study are approved for veterans’ educational benefits in compliance with prescribed regulations by special approval agencies in each state and for each country where the University offers programs. The U.S. Department of Veterans Affairs requires approval for the student to enroll in more than the minimum number of credit hours required for the graduate degree. This approval may be requested on the Program Option Request form.

Veterans’ educational benefits may be reduced for directed studies and 1-credit-hour seminars. Nondegree students and students working on the M.A.T. advanced graduate certificate are not eligible for veterans’ educational benefits.

If veterans’ educational benefits apply, the regional V.A. office will be notified of the date on which a student officially ceases attendance.

Records of progress are kept by the institution on both veteran and nonveteran students. Progress records are available to all students at the end of each scheduled term.

Additional information may be obtained from the Office of the Registrar at the St. Louis home campus.
University Directory

Office of the President

Richard S. Meyers, President
B.M., DePaul University; M.S., University of Southern California; Ph.D., University of Southern California

Karen Luebbert, Vice President and Executive Assistant to the President
B.A., Webster University; M.S.L.S., Case Western Reserve University; Ph.D., Saint Louis University

Institutional Research
Chris Kemmerer, coordinator

Loretto-Hilton Center
Arthur Lueking, director

Office of Public Affairs
Polly Burch, director, news and public information
Barb Ehnes, media relations coordinator
Merry Graf, sports information coordinator
Krissi Timmerman, communications coordinator
Christine Wells Eason, media relations coordinator

Special Events
Jennifer Willis, special events coordinator
Nancy Higgins, special events coordinator

Administration

Neil J. George, Executive Vice President, and Vice President for Academic Affairs
B.A., King’s College; M.A., Georgetown University; Ph.D., Case Western Reserve University

Academic Affairs Administration
Benjamin Ola. Akande, dean, School of Business and Technology; B.S., Wayland Baptist University; M.P.A., M.A., Ph.D., University of Oklahoma
Debra A. Carpenter, dean, School of Communications; B.S., University of Kansas; M.A., Saint Louis University
Grant Chapman, associate vice president for academic affairs and director of international programs; B.S., Oklahoma State University; M.A., J.D., Saint Louis University
Brenda Fyfe, dean; B.S., Quincy University; M.Ed., University of Illinois; Ed.S., Southern Illinois University
Kathy Marlock, director of assessment; B.S., M.S., Ph.D., University of Utah
M. Elizabeth Russell, associate vice president for academic affairs and director of metropolitan campuses; B.M., M.A., Webster University; Ph.D., St. Louis University
Peter E. Sargent, dean, Leigh Gerdie College of Fine Arts; B.F.A., Carnegie Institute of Technology; M.F.A., Yale University
James Staley, associate vice president for academic affairs; B.A., St. Ambrose College; M.M., University of Michigan; Ph.D., Catholic University of America
Dan Viele, associate vice president for academic affairs and director of online programs; B.A., University of Illinois at Springfield; M.S., Colorado State University
David Carl Wilson, dean, College of Arts & Sciences; B.A., University of Georgia; M.A., University of Illinois at Chicago; M.A., Ph.D., University of California at Los Angeles
Randy Wright, associate vice president for academic affairs and director of military campuses; B.S., Campbell University; M.A.E., East Carolina University; M.A., Webster University

Academic Advising/Academic Resource Center
Thomas C. Nickolai, director, academic advising
Paula Aguilar, academic advisor
Tyann Cherry, academic advisor
Karen Freeman, coordinator, academic advising and business student development
Bethany Keller, academic advisor
Kim Kleinman, assistant director, academic advisor
Cynthia Ochonicky, academic advisor
Barbara Stewart, director, academic resource center
Thuy Witt, academic advisor

Academic Distance Learning Center
Dan Viele, director, academic distance learning center

Library
Laura Rein, dean, university library
Eileen Condon, head of systems
Ellen Elicierry, head of reference services/collection development and liaison to School of Communications
Mary Anne Erwin, reference librarian and liaison to School of Business and Technology
Kathy Gaynor, reference librarian and liaison to School of Education and Behavioral and Social Sciences Department
Sue Gold, reference librarian and liaison to Art, English, and Theatre and Dance Depts.
Maya Grach, acquisitions librarian
Allen Hoffman, cataloger and liaison to Music Dept.
Holly Hubenschmidt, reference librarian and liaison to Nursing and Biological Sciences Department
Kathy Nystron, head of technical services and liaison to International Languages and Cultures Dept.
Wendy Schlegel, cataloger and liaison to Philosophy Dept.
Will Soll, reference librarian and liaison to the Religious Studies Department
Matt Wier, head of access services

Deborah Dey, Vice President for Students and Enrollment Management
B.A., University of Missouri–St. Louis; M.A., Southern Illinois University–Edwardsville; Ph.D., Saint Louis University

Registrar’s Office
Don Morris, university registrar
Donna Gilmore, coordinator
Dawn McCracken, assistant registrar

Academic Advising/Academic Resource Center
Thomas C. Nickolai, director, academic advising
Paula Aguilar, academic advisor
Tyann Cherry, academic advisor
Karen Freeman, coordinator, academic advising and business student development
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Cynthia Ochonicky, academic advisor
Barbara Stewart, director, academic resource center
Thuy Witt, academic advisor

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University Directory

Undergraduate Admissions
Niel DeVasto, director, undergraduate admissions
Joan Finder, associate director
Christopher Fletcher, assistant director
Andrew Laue, coordinator
Valerie Lewis, admission representative
Matt Schutte, assistant director
Luigi Scire, associate director
Laura Stuhlm an, admission representative

Graduate and Evening Student Admissions
Matt Nolan, director, graduate and evening student admissions
Denise Harrell, associate director
Sarah Nandor, associate director

Financial Aid
Jon Gruett, director, financial aid
Dee Berkey, financial aid counselor
Jay Cooley, financial aid counselor
Michele Franzen, campus network liaison
Sarah Hirsch, financial aid counselor
Melissa Hogan, financial aid counselor
Jessica Key, assistant director, undergraduate financial aid
Sharen Lowney, financial aid reporting coordinator
Judy Mattingly, loan assistant
Catherine Nolde, assistant director, graduate financial aid
Sheryl Rowden, financial aid counselor
Marilynn Shelton, financial aid counselor
Kim Whitehorn, financial aid counselor

International Recruitment and International Services
Charles E. Beech, assistant vice president, international recruitment and international services
Bert Barry, director, international recruitment and international services
Melanie Gottlieb, international credential specialist and coordinator
Calvin Smith, director, international recruitment and international services

Marketing and Communications
Thomas Lauher, director of marketing, media planning and placement
Dan Perkins, director of marketing and interactive media
Kay Sanders, director of marketing and publications
Inocencio Boc, graphic designer
Karen Burch, videographer
Claudia B urris, senior editor and photojournalist
Casey Conroy, graphic designer
Kathy DeBord, desktop publishing representative
Donna Franquemont, desktop publishing representative
James Dunn, graphic designer
Jennifer Gammage, writer/editor
Dominik Jansky, writer/editor
Marianne Kirk, writer/editor
Peter McEwen, marketing web design manager
Patrick Powers, writer/editor
Erin Rivers, marketing coordinator

Student Affairs
Ted Hoef, associate vice president and dean for student affairs
TBA, director, career services
TBA, women's basketball coach
John Buch, assistant dean and director, housing and residential life
Chris Bunch, head men's basketball coach and equipment room coordinator
Colette Cummings, associate dean of students and director, multicultural center
Susan Daily, director, health services

Trezette Dixon, assistant director, career services
Tamara Gegg LaPlume, assistant director, career services
John Ginsburg, director, University Center and student activities
Merry Graf, women's volleyball coach and sports information coordinator
Myrna Green, coordinator, aquatics
Tom Hart, director, athletics
Marty Hunsucker, coordinator of athletic facilities, recreation and intramurals, and men's basketball coach
Suzanne Jones, assistant director, career services and student employment coordinator
Matt Lewis, assistant director, Webster Village Apartments
Shalon Malone, program coordinator, multicultural center
Karen Rasure, coordinator, housing and residential life
Luigi Scire, head women's soccer coach and student athlete recruitment
Gladys Smith, assistant director, counseling and life development
Patrick Stack, director, counseling and life development
TBA, director, international student affairs

Food Services
Brad Woodroffe, director
Cheri Hicks, catering director

David A. Garafola, Vice President for Finance and Administration
B.S., Salisbury State University; M.B.A., University of Baltimore

Resource Planning and Budget
Dan Hitchell, associate vice president, resource planning and budget

Public Safety
Ben Pesold, director, public safety

Human Resources
Betsy Schmutz, director, human resources

Finance Office
Vickie Fredrick, associate vice president, finance
Bill Brice, assistant bursar
Janice Neal, bursar
Betty Pickerill, manager, payroll and accounts payable
Julie Snorton, supervisor, accounts payable
Curt Vehlewald, director, accounting

Facilities Operation
David Stone, director, planning facilities
Jim Ward, manager, facilities operations

Lawrence J. Haffner, Vice President for Information Technology
A.A. Lindsey Wilson College; B.A., Campbellsville University; M.A., Western Kentucky University

Administrative Information Systems
Mary Petersen, director, administrative information systems

User Services
Donna Bielchini, assistant director, IT instructional support
Terri Jones, assistant director, information services

Media Center
Greg Little, director, media center

Networking and Technical Services
Jim Crivello, director, networking and technical services
University Directory

Matthew Andrew, Director and Interim Vice President for Development

Development
Kathie Ayers, manager of administration
Lynn Barth, development officer, major gifts
George Billings, development officer, extended campuses
Ann Brennan, development officer, individual gifts
Carolyn Corley, development officer, senior government and foundation grants
Ryan Elliott, director, advancement services
Dane Graham, director of development at the Vienna campus
Jennifer Jezeck-Taussig, director, alumni programs
Mary Krchma, development officer, alumni programs
Bryce Krug, development officer, College of Arts & Sciences
David Lauber, development officer, School of Education
Britton Marchese, development officer, writer
Ken Nickless, development officer, planned gifts
Valerie Parker, development officer, prospect management and research
Jay Perry, development officer, annual fund
Necole Powell, development officer, alumni programs
Patti Rusch, development officer, corporate giving
Eric Schramm, government and foundation grants officer
Nick Valenziano, development officer, alumni programs

Emeriti
William J. Duggan, Provost Emeritus
B.A., St. Joseph College; M.A., Catholic University of America; M.A., (S.S.L.) Pontifical Biblical Institute, Rome; M.A., University of Missouri-St. Louis; S.T.D., Catholic University of America
Joseph P. Kelly, Provost Emeritus
B.A., M.A., University of Montana; Ph.D., Washington University

Graduate Council
Administration
Benjamin Ola. Akande, dean, School of Business and Technology
Debra A. Carpenter, dean, School of Communications
Brenda Frye, dean, School of Education
Peter E. Sargent, dean, Leigh Geridine College of Fine Arts
David Carl Wilson, dean, College of Arts & Sciences

Faculty
Al Cawns, professor of math and computer science, chairperson of Graduate Council
Jeff Haldeman, assistant professor of management
Ralph Olliges, assistant professor of education
Anne Schappe, associate professor of nursing
Janet Kourik, associate professor of math and computer science
Susan Seymour, associate professor of communications
Kathryn Smith Bowers, professor of music
Paul Steinmann, associate professor of education
Roy Tamashiro, professor of education

Extended Campus
Administrative Offices
Continental United States

Arkansas
Fayetteville Metropolitan Campus
Roger R. Esser, director
Fred Tennant, faculty coordinator

Fort Smith Metropolitan Campus
Diane Fagan, senior director

Little Rock Air Force Base Campus (Jacksonville)
Janie L. Jackson, senior director
Terry Mercing, faculty coordinator
Glenda Baker, academic advisor

Little Rock Metropolitan Campus
Jerry Peters, regional director
James Metzger, faculty coordinator
Malcolm E. Lehman, academic advisor
Shelley Watson, community relations coordinator

California
Edwards Air Force Base Campus
Richard Gayer, director
Telissa Matos, academic advisor

Fort Irwin Campus
Kathleen Bonine, director
Jack Hahn Ph.D., faculty coordinator

Irvine Metropolitan Campus
Richard Recor, academic advisor, counseling
Kristina Jacques, academic advisor, weekend B.A. program

Los Angeles Air Force Base Campus
Margaret Reed, director
Neil Kuritzky, faculty coordinator
TBA, academic advisor

Marymount/Webster University Alliance-Palos Verdes Campus
Harry Schuler, executive director of Marymount/Webster University Alliance programs
Doug Wade, weekend college director

Palos Verdes Campus
Harry Schuler, executive director of Marymount/Webster University Alliance programs
Doug Wade, director

San Diego Metropolitan Campus
John A. Bonosoro, director
Barbara Grilli, academic advisor
Alex Yates, community relations coordinator
Susan Leach, representative

Colorado
Colorado Springs Metropolitan Campus
Peterson AFB Campus, Colorado Springs
Marjorie Doyle, senior director
Laura Miller, academic advisor/system administrator
Lee Trovas, faculty coordinator

Denver Metropolitan Campus
Karl Sterner, director
TBA, faculty coordinator

Arizona

Lake Air Force Base Campus
Lynette Knight, senior director
Michael Jennings, community resource coordinator/academic advisor

Continental United States

Arkansas
Fayetteville Metropolitan Campus
Roger R. Esser, director
Fred Tennant, faculty coordinator

Fort Smith Metropolitan Campus
Diane Fagan, senior director

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Janie L. Jackson, senior director
Terry Mercing, faculty coordinator
Glenda Baker, academic advisor

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Jerry Peters, regional director
James Metzger, faculty coordinator
Malcolm E. Lehman, academic advisor
Shelley Watson, community relations coordinator

California
Edwards Air Force Base Campus
Richard Gayer, director
Telissa Matos, academic advisor

Fort Irwin Campus
Kathleen Bonine, director
Jack Hahn Ph.D., faculty coordinator

Irvine Metropolitan Campus
Richard Recor, academic advisor, counseling
Kristina Jacques, academic advisor, weekend B.A. program

Los Angeles Air Force Base Campus
Margaret Reed, director
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Harry Schuler, executive director of Marymount/Webster University Alliance programs
Doug Wade, weekend college director

Palos Verdes Campus
Harry Schuler, executive director of Marymount/Webster University Alliance programs
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John A. Bonosoro, director
Barbara Grilli, academic advisor
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Colorado Springs Metropolitan Campus
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Marjorie Doyle, senior director
Laura Miller, academic advisor/system administrator
Lee Trovas, faculty coordinator

Denver Metropolitan Campus
Karl Sterner, director
TBA, faculty coordinator

Arizona

Lake Air Force Base Campus
Lynette Knight, senior director
Michael Jennings, community resource coordinator/academic advisor
### University Directory

**Graduate Program**

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<tr>
<th>District of Columbia</th>
<th>Brent Metzger, academic advisor/community relations coordinator</th>
</tr>
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<tr>
<td><strong>Bolling Air Force Base Campus</strong></td>
<td>Carl T. Richards, director/faculty coordinator</td>
</tr>
<tr>
<td></td>
<td>Rosemary H. Kelley, academic advisor</td>
</tr>
<tr>
<td></td>
<td>Marsha Shinkman, assistant director</td>
</tr>
<tr>
<td><strong>Jacksonville Metropolitan Campus</strong></td>
<td>Patricia Sager, regional director for northern Florida</td>
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<tr>
<td></td>
<td>Rita Braunegg, academic advisor</td>
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<tr>
<td></td>
<td>Phyllis Ingram, counseling coordinator</td>
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<tr>
<td><strong>Lakeland Metropolitan Campus</strong></td>
<td>TBA, senior director</td>
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<tr>
<td></td>
<td>J. Brent Ellis, community relations coordinator, counseling academic advisor</td>
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<tr>
<td></td>
<td>Rhett Brandt, Ph.D., SBT, GERN academic advisor</td>
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<tr>
<td></td>
<td>Angelo R. Pimpinelli, Ph.D., counseling program coordinator</td>
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<tr>
<td></td>
<td>Elizabeth J. Serapin, Ph.D., faculty coordinator</td>
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<tr>
<td><strong>NAS Jacksonville Campus</strong></td>
<td>Patricia Sager, regional director for northern Florida</td>
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<tr>
<td></td>
<td>Linda Schindler, academic advisor</td>
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<tr>
<td><strong>North Orlando Metropolitan Campus</strong></td>
<td>Thomas A. Janke, regional director for central and south Florida/director of greater Orlando campuses</td>
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<tr>
<td></td>
<td>Kathleen M. Wiles, regional academic director</td>
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<tr>
<td></td>
<td>Lori Burbank, assistant director</td>
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<tr>
<td></td>
<td>Edward H. Rutland, regional counseling coordinator for Florida</td>
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<tr>
<td></td>
<td>Nick Daher, academic advisor</td>
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<tr>
<td></td>
<td>Deborah Straubinger, community relations coordinator</td>
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<td></td>
<td>Jennifer Copeland, community relations representative</td>
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<tr>
<td><strong>Ocala Metropolitan Campus</strong></td>
<td>Jo Clifford, director</td>
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<tr>
<td></td>
<td>Nicki Nance, faculty coordinator/counseling program advisor</td>
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<td></td>
<td>Henri Benolo, academic advisor</td>
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<td></td>
<td>Stephen Archbold, counseling program coordinator</td>
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<tr>
<td><strong>Palm Bay Campus</strong></td>
<td>Debra Yannotti, director</td>
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<tr>
<td></td>
<td>Sue White, academic advisor/community relations coordinator</td>
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<td></td>
<td>Sara Lynn Banks, counseling program coordinator</td>
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<tr>
<td></td>
<td>Debra Beaudoin, academic advisor</td>
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<td>Glenn Briggs, faculty coordinator</td>
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<tr>
<td><strong>Patrick Air Force Base Campus</strong></td>
<td>Ronald Stewart, director</td>
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<td></td>
<td>Jayne Proesel, academic advisor</td>
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<td><strong>Sarasota–Manatee Metropolitan Campus</strong></td>
<td>Brad Moser, director</td>
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<td></td>
<td>Mary Ellis, assistant director</td>
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<td></td>
<td>Joanna Oestmann, counseling program coordinator</td>
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<td></td>
<td>Monique Ring, business program coordinator</td>
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<td></td>
<td>Kerry Cowboy, community relations coordinator</td>
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<tr>
<td><strong>South Orlando Metropolitan Campus</strong></td>
<td>Thomas A. Janke, regional director for central and south Florida/director of greater Orlando campuses</td>
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<td>Lori Burbank, assistant director</td>
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<td>Kathleen M. Wiles, regional academic director</td>
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<tr>
<td><strong>Merritt Island Metropolitan Campus</strong></td>
<td>Edward Rutland, regional counseling coordinator for Florida</td>
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<td></td>
<td>Bill Sloot, academic advisor</td>
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<td>Karen Buchan, community relations coordinator</td>
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<tr>
<td><strong>Fort Stewart Campus</strong></td>
<td>John Rice, regional director for Space Coast of Florida</td>
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<td>Mandy Cosat, director</td>
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<tr>
<td><strong>Hunter Army Airfield Campus</strong></td>
<td>Sara Adams, academic advising coordinator</td>
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<td>S. Lynn Banks, counseling program coordinator</td>
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<td>Calvin D. Fowler, faculty coordinator</td>
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<td><strong>Moody Air Force Base Campus</strong></td>
<td>Michelle Loufek, community relations coordinator</td>
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<td><strong>Tampa Bay Campus</strong></td>
<td>Brad Moser, director</td>
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<td>Mary Ellis, assistant director</td>
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<td>Joanna Oestmann, counseling program coordinator</td>
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<td>Monique Ring, business program coordinator</td>
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<td><strong>Great Lakes Naval Base Campus</strong></td>
<td>David P. Ramey, director</td>
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<tr>
<td><strong>Crystal Lake Metropolitan Campus</strong></td>
<td>Daniel Duggan, senior director</td>
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<tr>
<td>(McHenry County)</td>
<td>Marsha N. Sands, assistant director</td>
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<tr>
<td><strong>Scott Air Force Base Campus</strong></td>
<td>Robert Broaden, director</td>
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<td>Cassandra Crews, academic advisor</td>
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<tr>
<td><strong>Scott Air Force Base Campus</strong></td>
<td>Sue Morris, senior director</td>
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<td>Larry V. Friederich, faculty coordinator</td>
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<td>Edward Leardi, faculty coordinator</td>
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<td>Jennifer Ord, academic advisor</td>
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<tr>
<td><strong>Louisville Metropolitan Campus</strong></td>
<td>Dr. Brian Daly, director</td>
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<td>Robert D. Hess, faculty coordinator</td>
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<td>Ronald J. Hess, faculty coordinator</td>
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<td></td>
<td>Tammy Burke, community relations coordinator</td>
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<td>Marilyn Preston, academic advisor</td>
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<td><strong>Fort Leavenworth Campus</strong></td>
<td>Philip H. Kimmel, senior director</td>
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<td>Renee English, faculty coordinator</td>
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<td>John Johnson, faculty coordinator</td>
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<td>Chris Wiley, academic advisor</td>
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<td>Fred Holtz, academic advisor</td>
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<td>John Raletz, academic advisor</td>
</tr>
</tbody>
</table>

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**Florida**

**Jacksonville Metropolitan Campus**

**Lakeland Metropolitan Campus**

**North Orlando Metropolitan Campus**

**Ocala Metropolitan Campus**

**Palm Bay Campus**

**Patrick Air Force Base Campus**

**Sarasota–Manatee Metropolitan Campus**

**South Orlando Metropolitan Campus**

**Georgia**

**Fort Stewart Campus**

**Hunter Army Airfield Campus**

**Moody Air Force Base Campus**

**Tampa Bay Campus**

**Great Lakes Naval Base Campus**

**Crystal Lake Metropolitan Campus** (McHenry County)

**Tampa Bay Campus**

**Scott Air Force Base Campus**

**Scott Air Force Base Campus**

**Louisville Metropolitan Campus**

**Fort Leavenworth Campus**

**Fort Leavenworth Campus**

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**Webster University** 2007–2009
University Directory

McConnell Air Force Base Campus, Wichita
Christiane Heilman, senior director
Dale Richmond, faculty coordinator
Sharon L. Chester, academic advisor
Adrienne Churchill, community relations coordinator

Maryland
Andrews Air Force Base Campus
Samuel Shiplett, director

Massachusetts
Hanscom Air Force Base Campus
Debra L. Ingle, director
Joseph H. Bellefeuille, faculty coordinator
Richard C. Gleason, academic advisor

Missouri
Fort Leonard Wood Campus
Ralph Southard, senior director
Perry Mathes, faculty coordinator
David Neeley, faculty coordinator
Gail L. Hinshaw, faculty coordinator
Lee W. Ousley, academic advisor

Rolla Metropolitan Campus
Denise J. Whitehead, assistant director
Elbert H. Boles, counseling academic advisor
Ben Shriver, counseling faculty coordinator

Kansas City Metropolitan Campus
Carolyn Cottrell, regional director, Kansas City programs
Bruce E. Appel, academic advisor, counseling
Linda H. Day, counseling program coordinator
Lorraine H. Gilbertson, faculty coordinator
Edward A. Gilliland, faculty coordinator
Robert D. Gray, faculty coordinator
Mike Baker, legal programs coordinator
Ruth Moore, community relations coordinator
Herman Lovett, academic advisor
Yvonne Petite, academic advisor
Carol Pearce, academic advisor
James E. Tucker, community relations coordinator

Kansas City M.A.T.
Jim Haas, director, education programs
Moya Frederickson, academic advisor

Kansas City M.S.N.
TBA, academic advisor
Margo Thompson, faculty coordinator

Ozarks Metropolitan Campus
Laura Ward, director
Ann Elwell, community relations coordinator/academic advisor

St. Louis Home Campus, Graduate Studies
College of Arts & Sciences
David Carl Wilson, dean, College of Arts & Sciences
Christine F. Hart, director, legal studies
Susan A. Heady, coordinator, nursing
Steve Houlsdworth, faculty mentor/academic advisor, gerontology
Kelly-Kate Pease, coordinator, international relations
Julie Stone, director, nurse anesthesia

Leigh Gerdine College of Fine Arts
Peter Sargent, dean, Leigh Gerdine College of Fine Arts
Glen Bauer, director, music
Jeff Hughes, director, art
Joanne Kohn, director, arts management and leadership

School of Business and Technology
Benjamin Ola Akande, dean, School of Business and Technology
Patricia Masidonski, associate dean, School of Business and Technology
Caprice Moore, coordinator, School of Business and Technology
Charla Lord, coordinator/administrator for External Affairs
Al Cawns, chair, department of math/computer science
Brad Scott, chair, department of business
Jeffrey Haldeman, chair, department of management
John Orr, director, doctor of management program
Brad Scott, director, online M.B.A. program
Karen Freeman, director, advising and student development
Joseph Ancona, academic advisor/online advisor
James M. Brasfield, academic advisor, health services management
Carol Johaek, academic advisor
Joseph Olaszewski, academic advisor
Marcia Paul, academic advisor
Nancy Wilson, academic advisor

School of Communications
Debra A. Carpenter, dean, School of Communications
Jane Ferry, academic advisor, media communications
Barbara Finan, academic advisor, media communications
Susan Seymour, director of graduate programs, media communications

School of Education
Brenda Fyfe, dean, School of Education
Mary Bevel, coordinator, education leadership
Donna Campbell, coordinator, special education, chairperson, multidisciplinary studies department
Ted Green, coordinator, social sciences
Marilyn Heaven, director, school of education
Carol Irvin, coordinator, teacher certification
Bill McConnell, coordinator, science
Victoria McMullen, coordinator, severe developmental disabilities
Ralph Olliges, coordinator, educational technology
Peggy Peel, coordinator, M.A.T. in-service
Andrea Rothbart, coordinator, mathematics
Carol Schell, director, undergraduate programs
Paul Steinmann, coordinator, communications
Phyllis Wilkinson, coordinator, reading education; chairperson, learning and communication arts department

Old Post Office Campus
Mary Elizabeth Russell, senior director
Al Cummings, academic advisor
Dean E. Leftidge, assistant director & academic advisor
James Monahan, academic advisor

WestPort Campus
Mary Kunde, senior director
Patricia Froeckmann, assistant director and academic advisor

WingHaven Campus, St. Charles County
Mary Kunde, senior director
Connie Knox, academic advisor

Whiteman Air Force Base Campus
Brooke Morgan, director
Dale Buckingham, academic advisor
TBA, faculty coordinator
University Directory

New Mexico
Albuquerque Metropolitan Campus
Kirtland AFB Campus, Albuquerque
Ellen Driber-Hassall, senior director
Dianne Layden, academic advisor
Bernard Herman, academic advisor, counseling program
John P. Owen, counseling program coordinator

North Carolina
Camp Lejeune MCB Campus, Jacksonville (Life Long Learning Center)
Cynthia Rose, senior director
Kim Fazio, site representative

New River MCAS Campus, Jacksonville
Cynthia Rose, senior director
Lisa Freeman, department associate

Pope Air Force Base Campus
Fort Bragg Campus
Hubert Gibson, director
Diane Schultz, assistant director
John Handley, faculty coordinator/academic advisor
Robert Kugelmann, faculty coordinator/academic advisor
Kenneth Duffy, counseling program coordinator

Oklahoma
Fort Sill Campus, Lawton
Sandra Kunz, director
Wanda Sue Seymour, academic advisor, management and leadership mentor
Chris Wike, faculty coordinator

Tinker Air Force Base Campus, Oklahoma City
Thomas Webb, senior director
James W. Chester, faculty coordinator
TBA, academic advisor

South Carolina
Charleston Metropolitan Campus
Charleston AFB Campus, Charleston
David Dunlap, regional director for South Carolina
Samuel T. Cooper, regional academic director for South Carolina
Jack Shortridge, statewide counseling director
James G. Fowden, academic advisor
Dean Grossman, military representative

Columbia Metropolitan Campus
Jeana Jenkins, assistant director
John Simpson, academic director
Alice Jones, community relations coordinator
Delores Cauthen, academic advisor
Claudia Cox, academic advisor
Catherine Ross, academic advisor
Sue Sadik, academic advisor
Samer Touma, counseling program coordinator and advisor
Robin Chisolm, undergraduate advisor
William Pruitt, undergraduate advisor

Fort Jackson Campus, Columbia
Vince Stovall, director
Sylvia E. Myers, faculty coordinator
Michelle R. Deatrick Cannon, academic advisor, representative
Clarence Goodwin, academic advisor

Greenville Metropolitan Campus
John Conway, community relations coordinator
William H. Taylor, business academic advisor
Priscilla Taylor, counseling coordinator
Ray Murphy, faculty coordinator
Tom Drake, undergraduate academic advisor

Myrtle Beach Metropolitan Campus
Timothy M. Groza, senior director
Dr. Patrick Owens, faculty coordinator
Albert S. Kresken, Jr., counseling program coordinator and advisor

Shaw Air Force Base Campus
Claire Shawhan, director

U.S. Marine Corps Air Station, Beaufort
U.S. Naval Hospital, Beaufort
U.S. Marine Corps Recruit Training Depot, Parris Island
Richard Crosby, senior director /faculty coordinator

Tennessee
Memphis NAVSUPPACT Campus
Carol D. Nelson, senior director
Margaret Ridings, faculty coordinator
Diane Markee, evening academic advisor

Texas
Fort Bliss Campus, El Paso
Samuel Morgan, director
Diane Bryan, counseling academic advisor
William Lockridge, faculty coordinator
William Sweetnam, faculty coordinator/academic advisor

Brooks City-Base, Fort Sam Houston, Camp Bullis, Lackland
Air Force Base Campuses, San Antonio
Ellis Harbin, regional director for San Antonio
Royce Calhoun, faculty coordinator
Joyce G. Peavy, director for Brooks City-Base and Lackland AFB
Antonio Ronquillo, community relations coordinator
Ellen Braun, counseling program coordinator and counseling academic advisor
Henry Garcia, academic advisor Fort Sam Houston and Camp Bullis
Richard Bunch, academic advisor Brooks City-Base and Lackland AFB

Utah
Hill Air Force Base Campus
Jeanie Erekson, director

Salt Lake City Metropolitan Campus
Jeanie Erekson, director
Cheryl Gustafson, community relations coordinator

Washington
Fairchild Air Force Base Campus
Monique Kottwitz, director
Don Heckel, faculty coordinator
Marsha Blasingame, counseling program coordinator
Susan Lehinger, academic advisor
University Directory

International
Bert Barry, director, English as a second language programs and international services
Grant Chapman, associate vice president for academic affairs and director of international programs
Thomas Finan, interim director, center for international education
Melanie Gottlieb, international credential specialist and coordinator
Calvin Smith, director, international recruitment and services

Asian Campuses
Hua Hin/Cha-am, Thailand
David Morgan, director; B.A., Open University; M.A., University of Sussex

Shanghai, China
Richard F. Foristel, director; B.A., University of Maryland; J.D., University of Baltimore

European Campuses
Robert Spencer, director general, European Campuses

Geneva, Switzerland
Robert Spencer, director; B.A., Trinity College; M.Div., Union Theological Seminary; Ph.D., Washington University

Leiden, The Netherlands
Len Even, director; B.Com., Concordia University; M.B.A., McGill University

London, England
David J. Parrish, resident director; B.Sc Honours, St. Andrews University, Scotland; M.B.A., University of Pennsylvania

Vienna, Austria
Dr. Arthur Hirsh, director; B.A., Dickinson College; M.A., University of Chicago; M.A., SUNY–Binghamton; Ph.D., SUNY–Binghamton

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David L. Steward, Chairman and CEO, World Wide Technology, Inc.
Donald M. Suggs, Editor, The St. Louis American
Steven O. Swyers, Partner, PricewaterhouseCoopers, LLP
Donna Vandiver, M.A., ’80, President and CEO, The Vandiver Group, Inc.
James D. Weddle, Managing Partner, Edward Jones
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2. They attend faculty meetings.
3. They attend institutes and workshops for adjunct faculty.
4. They are evaluated by students at the end of each course taught.
5. They submit course syllabi prior to the beginning of classes.
6. They participate in curriculum design through workshops and faculty meetings.

Part-time faculty are persons who are not fully employed by Webster University but teach courses for Webster University; or, if fully employed, teach on a first-time basis.

**Arizona**

**Lute Air Force Base**

James M. Atkins, B.B.A., University of Toledo, 1984; M.S., Texas A&M University, 1986; Webster, 2005–

Melissa C. Brashears, B.B.A., Eastern Kentucky University, 1989; M.B.A., Arizona State University, 2000; Webster, 2005–

Gary M. Bridget, B.S., New School University, 1992; M.S., New School University, 1994; M.A., Webster University, 2006; Webster, 2000–

Kathy J. Dioguardi, B.S., Northern Arizona University, 1979; M.B.A., Arizona State University, 1985; Webster, 2006–

Patricia A. Duryea, B.S., Arizona State University, 1987; M.Ed., Northern Arizona University, 1994; Ph.D., Walden University, 1996; Webster, 2001–

Michael M. Eagen, A.B., San Diego State University, 1978; M.A., Naval War College, 1998; M.A., Webster University, 2002; Webster, 2002–

Edward S. Favilla, B.S., Seattle University, 1959; M.S., Seattle University, 1969; M.A., Santa Clara University, 1971; Ph.D., Arizona State University, 1975; Ph.D., University of North Texas, 1985; Webster, 2001–

Nancy L. Herrington, B.A., University of Texas, 1978; M.B.A., University of Texas, 1991; Webster, 2004–

Leonard O. Hilder, Jr., B.S., United States Naval Academy, 1954; M.S.E.E., Naval Postgraduate School, 1964; Webster, 2000–

Daniel R. Hughes, B.A., University of Illinois, 1993; M.A., Western Illinois University, 2005; Webster, 2006–

Alva H. Jared, B.S., Western Illinois University, 1955; M.A.Ed., Ball State University, 1956; Ed.D., Arizona State University, 1968; Webster, 2004–

Dianne J. Johnson, B.S., University of Arizona, 1967; M.B.A., Arizona State University, 1976; Webster, 2005–

Cynthi A. Knight, B.S.B.A., Northern Arizona University, 1977; M.B.A., Loyola Marymount University, 1984; Webster, 2001–

Herbert G. Kretz, B.S., University of Miami, 1961; M.B.A., University of Miami, 1962; Webster, 1999–

Michael S. Kriley, B.S., Park University, 1999; M.A., Arizona State University, 2002; Webster, 2002–


David A. McIntosh, B.S., Rollins College, 1984; M.B.A., University of Phoenix, 1999; Webster, 2001–

Stephen R. Mezir, B.S., United States Air Force Academy, 1989; M.A., Webster University, 2003; Webster, 2005–

George C. Morris, B.A., Rowan University, 1982; M.P.A., Troy State University, 1988; Webster, 2004–


Larry A. Packwood, B.S.C., University of Idaho, 1961; M.B.A., Seattle University, 1975; Webster, 2003–

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Merritt Island Campus

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Douglas E. Pickett, B.S., Florida State University, 1982; M.B.A., University of North Florida, 1991; Webster, 1998–
David Pokorny, B.S., Northwestern University, 1989; Webster, 2003–
David Porras, B.S.B.A., Washington University, 1986; M.B.A., Washington University, 1987; Ph.D., Saint Louis University, 1998; Webster, 2003–
Debra G. Porter, B.S., Lindenwood University, 1988; M.A., Lindenwood University, 1991; Webster, 2005–
Katherine C. Porter, B.A., University of North Alabama, 1965; M.S., Southern Illinois University, 1975; Webster, 2003–
Cynthia J. Poston, B.S., Southeast Missouri State University, 1992; M.A., Southeast Missouri State University, 1999; Ph.D., University of Missouri, 2004; Webster, 2004–
Frances K. Powell, B.A., University of Central Oklahoma, 1967; M.Ed., University of Central Oklahoma, 1972; Ed.D., Oklahoma State University, 1981; Webster, 2001–
Lisa J. Powers, B.S.Ed., Southeast Missouri State University, 1983; M.Ed., University of Missouri, 1995; Ph.D., University of Missouri, 2003; Webster, 2004–
Kim M. Prosser, B.A., Webster University, 1988; M.Fin., Saint Louis University, 1988; M.S., George Washington University, 2005; Webster, 2006–
Debbie Psihountas, B.S., Bowling Green State University, 1983; M.B.A., University of Cincinnati, 1987; Ph.D., University of Cincinnati, 2000; Webster, 2001–
Christie J. Puttcamp, B.S.Ed., Eastern Illinois University, 1971; M.S., University of Nebraska, 1991; Webster, 2002–
Thomas J. Quirk, B.S., John Carroll University, 1961; M.A., Stanford University, 1962; M.B.A., University of Missouri, 1978; Ph.D., Stanford University, 1967; Webster, 1987–
Anne Geraghty Rathert, B.A., Saint Louis University, 1985; J.D., Saint Louis University, 1992; Webster, 1993–
Michael W. Reap, B.S., Saint Louis University, 1967; J.D., Saint Louis University, 1970; Webster, 2000–
William D. Rearden, B.T., Washington University, 1989; M.A., Webster University, 1991; D.Mgt., Webster University, 1997; Webster, 2001–
May S. Rearden, B.A., Saint Louis University, 1987; M.A., Webster University, 1992; Webster, 2006–
Evelyn M. Reid, B.A., North Carolina Agricultural and Technical State University, 1978; M.S.Ed., University of Wisconsin, 1982; Ph.D., University of Wisconsin, 1989; Webster, 2006–
Kenneth W. Reiss, B.A., Webster University, 1987; M.B.A., Webster University, 1990; Webster, 1988–
Julie M. Reitenges, B.S., George Williams College, 1981; M.S., Southern Illinois University, 1984; Webster, 2000–
Gary Renz, B.S., University of Minnesota, 1978; J.D., University of California, 1983; Ph.D., University of Minnesota, 1995; Webster, 1998–
Kevin Rhodus, CRNA, M.S., clinical faculty, nurse anesthesia program
Tamera J. Rhomberg, B.S.Ed., Columbia College, 2000; Ph.D., University of Colorado, 1992; Webster, 1998–
Carol J. Hasker Richardson, B.S.Ed., Central Missouri State University, 1975; M.S.Ed., Central Missouri State University, 1978; M.A., Webster University, 2000; Webster, 1995–
Patrick J. Rishe, B.A., University of North Carolina, 1992; M.S., University of North Carolina, 1993; Ph.D., State University of New York, 1997; Webster, 1999–
D. Christopher Risker, B.A., Kansas City State College, 1984; Ph.D., University of Colorado, 1992; Webster, 1988–
Jewel A. Ritter, B.S.Ed., Central Missouri State University, 1975; M.S.Ed., Central Missouri State University, 1977; Ed.S., University of Missouri, 1991; Webster, 2006–
Cecil L. Robertson, B.S., Truman State University, 1969; M.S., University of Southern California, 1975; Webster, 1993–
John H. Robinson, B.S., University of Arkansas, 1972; M.A., Webster University, 1985; D.Mgt., Webster University, 1992; Webster, 1991–
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Graduate Program

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Andrea Rothbart, B.A., Wayne State University, 1961; M.A., Washington University, 1963; Ph.D., University of Illinois, 1971; Webster, 1973–
Bettie L. Rottmann, B.A., Columbia College, 1992; M.A., Webster University, 1996; D.Mgt., Webster University, 2004; Webster, 2004–
Lynn Rubright, B.A., University of Minnesota, 1958; M.A.T., Webster University, 1971; Webster, 1972–
Eric Ruocco, M.D., CRNA, clinical faculty, nurse anesthesia program
Sarah B. Rush, B.S., University of Missouri, 1981; M.Ed., University of Missouri, 1983; Webster, 2006–
Mark Ruter, CRNA, M.S., clinical faculty, nurse anesthesia program
Stephanie Ruter, CRNA, M.S., clinical faculty, nurse anesthesia program
Mary L. Ruzicka, B.A., Concordia University Wisconsin, 1995; M.B.A., University of Phoenix, 2004; Webster, 2004–
Anna B. Sakurai, B.A., Webster University, 1957; M.Ed., Loyola University of Chicago, 1962; M.A., Marquette University, 1969; M.A.T., Webster University, 1979; Webster, 1964–
Michael J. Salewinski, B.A., Colorado College, 1966; M.A., University of Minnesota, 1968; Ph.D., University of Minnesota, 1971; Webster, 1970–
Harold E. Salmon, B.S., Indiana State University, 1962; M.S., Indiana University, 1964; Ph.D., Indiana State University, 1972; Webster, 1980–
Arthur Sandler, B.A., City University of New York, 1964; M.A., University of Pittsburgh; 1983; Webster, 1970–
Joseph A. Sartorius, B.S., Southwest Missouri State University, 1982; M.Ed., Southeast Missouri State University, 1984; Ed.S., Saint Louis University, 1989; Ph.D., Saint Louis University, 1991; Webster, 2001–
Robbin D. Schaffer, B.M., Butler University, 1981; M.M., Holy Names College, 1982; Webster, 2004–
Anne E. Schappe, B.S.N., Saint Louis University, 1969; M.S.N., Saint Louis University, 1976; M.A., Saint Louis University, 1993; Ph.D., Saint Louis University, 1998; Webster, 1995–
Carol Schell, B.S., University of Missouri, 1970; M.A.T., Webster University, 1983; Ph.D., University of Missouri, 1998; Webster, 2000–
Thomas Schellinghout, B.A., Westminster College, 1979; M.S., Army War College, 2001; M.A., Webster University, 2003; Webster, 2005–
Daniel Schene, B.M., Indiana University, 1978; M.M., Indiana University, 1980; Webster, 1983–
Steven M. Schenkels, B.M., Southern Illinois University, 1973; M.M., Southern Illinois University, 1974; Ph.D., Washington University, 1980; Webster, 1980–
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Patience P. Schock, B.S., Temple University, 1979; M.B.A., Emory University, 1987; Webster, 2007–
Stephanie Schroeder, B.S., Purdue University, 1989; Ph.D., Vanderbilt University, 1997; Webster, 2003–
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Donna E. Schultz, B.S., University of Wisconsin, 1976; M.S.Ed., University of Wisconsin, 1982; Webster, 2005–
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Kathleen A. Seggerman, B.S.N., Webster University, 2000; M.S.N., Webster University, 2002; Webster, 2005–
Susan J. Seymour, B.J., University of Missouri, 1973; M.B.A., Saint Louis University, 1983; Webster, 1988–
Kun (Quinn) Shao, M.Ed., Simon Fraser University, 1990; M.S., University of Wyoming, 2001; Webster, 2002–
Alan H. Shiller, B.S., Emerson College, 1973; M.A., Purdue University, 1975; Webster, 1991–
Gregory A. Shoemaker, B.S.B., Indiana University, 1989; J.D., Saint Louis University, 1992; Webster, 1994–
Joel Shoemaker, CRNA, clinical faculty, nurse anesthesia program
George E. Silfies, Saint Louis Symphony Orchestra member; Webster, 1999–
Arthur M. Silverblatt, B.A., Michigan State University, 1972; M.A., Michigan State University, 1974; Ph.D., Michigan State University, 1980; Webster, 1981–
Cory J. Simek, B.A., Lindenwood University, 1990; M.I.B., Saint Louis University, 1998; Webster, 1999–
Richard A. Simoncelli, B.A., Allegheny College, 1973; Webster, 2000–
Gary W. Sims, B.S., William Jewell College, 1971; M.M., Baptist Theological Seminary, 1974; Webster, 1983–
Robert A. Singer, B.S., Saint Louis University, 1972; M.B.A., Saint Louis University, 1980; Ph.D., Saint Louis University, 1996; Webster, 2006–
Joseph Slimack, M.D., clinical faculty, nurse anesthesia program
D. Jason Stone, B.A., College of Wooster, 1995; M.A., Ohio State University, 1999; Ph.D., Western Michigan University, 2002; Webster, 2007–
Angela C.C. Smart, Saint Louis Symphony Orchestra member; Webster, 2006–
Barry T. Smith, B.S.B.A., Roosevelt University, 1983; M.B.A., DePaul University, 1985; Webster, 1994–
Earnrlyn C. Smith, B.A., Loyola University, 1993; M.I.L.S., University of Michigan, 1994; J.D., Saint Louis University, 1997; Webster, 2000–
Jerry L. Smith, B.S.B.A., Southeast Missouri State University, 1968; M.A., University of Missouri, 1971; Webster, 1998–
Marilyn Smith, B.S., University of Missouri, 1974; M.Ed., University of Missouri, 1995; Webster, 2003–
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Norma J. Speckhard, A.B., Harris-Stowe State University, 1976; M.A.T., Webster University, 1979; Ph.D., Saint Louis University; Webster, 1992–

John C. Spyttek, B.S., Southern Illinois University, 1993; M.Fin., Saint Louis University, 1999; Webster, 2004–

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Joseph Stimpf, A.B., University of Missouri, 1971; M.Ed., University of Missouri, 1976; M.A., University of Pittsburgh, 1986; Ph.D., University of Pittsburgh, 1990; Webster, 1990–

Roger A. Stock, B.A., Notre Dame College, 1977; M.A.T., Webster University, 1979; M.A., Webster University, 1984; Ed.S., Saint Louis University, 1991; Ed.D., Saint Louis University, 1994; Webster, 2002–

Julie A. Stone, B.S.N., Wright State University, 1984; M.S., University of Kansas, 1995; Ed.D., Nova Southeastern University, 2002; Webster, 1999–

Jennifer Strange, B.A., Webster University, 1977; M.A.T., Webster University, 2002; Webster, 1999–

Robert M. Stross, Jr., B.A., DePauw University, 1965; M.B.A., Michigan State University, 1970; Webster, 1997–

Thomas L. Stubbs, Saint Louis Symphony Orchestra member; Webster, 2002–

Jill M.J. Stulce, B.S.N., University of Missouri, 1988; M.S.N., Southern Illinois University, 1998; Webster, 2006–

James W. Sucharski, B.S.Ed., Southeast Missouri State University, 1972; M.A.Ed., Southeast Missouri State University, 1974; Ph.D., Southern Illinois University, 1984; Webster, 2005–

Mary K. Suszko, B.A., Saint Louis University, 1978; M.A., University of Missouri, 1981; Ph.D., University of Missouri, 1991; Webster, 1991–


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Faculty

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Carolyn A. White, B.M., Indiana University; Webster, 2002–

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Nancy Wilson, B.A., Webster University, 1989; M.A., Saint Louis University; Ph.D., University of Missouri, 2002; Webster, 1999–

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Paula M. Witkowski, B.A., Webster University, 1976; M.S., Fontbonne University, 1984; Ph.D., University of Missouri, 2004; Webster, 2004–

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Anthony K. Woods, B.A., Oregon State University, 1975; M.S., University of Utah, 1977; Ph.D., Purdue University, 1984; Webster, 2006–

Linda Woolf, B.A., Webster University, 1979; M.S., Saint Louis University, 1986; Ph.D., Saint Louis University, 1988; Webster, 1986–

John A. Wright, A.B.Ed., Harris-Stowe State University, 1962; M.Ed., Saint Louis University, 1968; Ph.D., Saint Louis University, 1978; Webster, 1991–

Carl W. Yates, B.S., Central Missouri State University, 1990; J.D., Saint Louis University, 1994; Webster, 2007–

Debra A. Yost, B.A., Webster University, 1995; M.A., Webster University, 1999; Webster, 2002–

Samuel D. Young, B.S.Ed., Arkansas State University, 1980; M.S., Arkansas State University, 1981; Ph.D., Saint Louis University, 2000; Webster, 2000–

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Fatemeh Zakery, B.S., University of Tehran, 1977; M.Ed., University of Missouri, 1980; Ed.S., University of Missouri, 1983; M.H.A., University of Missouri, 1991; Ph.D., University of Missouri, 1991; Webster, 1997–

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Arthur F. Zeman, B.S., University of Illinois, 1970; M.S.W., Washington University, 1976; Webster, 1995–

Thomas M. Zygmunt, B.S.C., Saint Louis University, 1972; M.B.A., Saint Louis University, 1974; Webster, 1987–

Ozarks Metropolitan Campus

Brittany N. Bowser, B.S., Missouri State University, 1995; M.S., Missouri State University, 2001; Webster, 2007–

Anne K. Brown, B.S., Drury University, 1988; M.S., Southwest Baptist University, 1993; Webster, 1999–

Robert D. Cumley, B.A., Wichita State University, 1969; M.B.A., Southwest Missouri State University, 1977; Webster, 1983–


Larry J. Dinges, B.A., Fort Hays State University, 1979; M.S., Fort Hays State University, 1980; Webster, 1999–

James S. Dunlop, Jr., B.S., University of Missouri, 1976; M.B.A., Southwest Missouri State University, 1980; Webster, 2000–

Kevin S. Gipson, B.A., Drury University, 1982; M.A., Webster University, 2002; Webster, 2004–

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Terry L. Maples, B.S., Southwest Missouri State University, 1975; M.B.A., Southwest Missouri State University, 1978; Webster, 1999–

Mark S. Pasquale, B.G.S., Roosevelt University, 1991; M.B.A., Webster University, 2002; Webster, 2006–

Dana C. Randall, B.A., Southwest Missouri State University, 1973; M.B.A., University of Houston, 1988; Webster, 2000–

Patrick K. Roberts, A.B., University of Missouri, 1970; J.D., University of Missouri, 1973; Webster, 2001–
### Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution and Degrees</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Eric M. Shinault</td>
<td>B.A., Purdue University</td>
<td>1978-2007</td>
</tr>
<tr>
<td>Donald H. Tosh</td>
<td>B.A., University of Guelph</td>
<td>1970-2007</td>
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<tr>
<td>Kathleen M. Andreson</td>
<td>B.S., University of New Mexico</td>
<td>1969; Webster, 1986-2007</td>
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<td>Vito F. Capobianco</td>
<td>B.S., University of Phoenix</td>
<td>1997; Webster, 2000-2007</td>
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<tr>
<td>Ellen T. Costilla</td>
<td>B.A., Saint Mary's College</td>
<td>1974; M.A., University of New Mexico</td>
</tr>
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<td>Julie D. Dunelevy</td>
<td>B.A., University of New Mexico</td>
<td>1966; M.A., University of New Mexico</td>
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<td>Mario C. Gonzalez</td>
<td>B.A., University of New Mexico</td>
<td>1980; E.M.B.A., University of New Mexico</td>
</tr>
<tr>
<td>Robert A. Herriman</td>
<td>B.A., Wayne State University</td>
<td>1953; M.A., University of Michigan</td>
</tr>
<tr>
<td>Steven G. Meilleur</td>
<td>B.S., University of Illinois</td>
<td>1965; M.A.Ed., Arizona State University</td>
</tr>
<tr>
<td>James L. Lehner</td>
<td>B.S., University of Albuquerque</td>
<td>1975; M.P.A., University of New Mexico</td>
</tr>
<tr>
<td>Paul A. Marcus</td>
<td>B.A., University of Texas</td>
<td>1975; M.S., Vanderbilt University</td>
</tr>
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<td>Kevin A. McMahon</td>
<td>B.A., University of New Mexico</td>
<td>1977; M.B.A., University of New Mexico</td>
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<tr>
<td>Richard A. Wright, Jr.</td>
<td>B.S., Southwest Missouri State University</td>
<td>1991; M.B.A., Keller Graduate School of Management</td>
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<td>Donald H. Tosh</td>
<td>B.A., University of Guelph</td>
<td>1970-2007</td>
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<tr>
<td>Kathleen M. Andreson</td>
<td>B.A.Ed., University of New Mexico</td>
<td>1969; M.A., University of New Mexico</td>
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<tr>
<td>Tanya Campos</td>
<td>B.A., Wellesley College</td>
<td>1997; M.A., University of New Mexico</td>
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<tr>
<td>Mary E. Shewan</td>
<td>B.S., State University of New York</td>
<td>1989; M.S., Georgia State University</td>
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<tr>
<td>Lena G. Smith</td>
<td>B.A., University of New Mexico</td>
<td>1987; M.A., University of Phoenix</td>
</tr>
<tr>
<td>Susan B. Smith-Pierce</td>
<td>B.A., University of New Mexico</td>
<td>1969; M.S., University of New Mexico</td>
</tr>
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### New Mexico

**Albuquerque Metropolitan Campus**

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<th>Name</th>
<th>Institution and Degrees</th>
<th>Dates</th>
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<tr>
<td>Richard A. Wright, Jr.</td>
<td>B.S., Southwest Missouri State University</td>
<td>1991; M.B.A., Keller Graduate School of Management</td>
</tr>
<tr>
<td>Kathleen M. Andreson</td>
<td>B.A.Ed., University of New Mexico</td>
<td>1969; M.A., University of New Mexico</td>
</tr>
<tr>
<td>Tanya Campos</td>
<td>B.A., Wellesley College</td>
<td>1997; M.A., University of New Mexico</td>
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<tr>
<td>Vito F. Capobianco</td>
<td>B.S., University of Phoenix</td>
<td>1997; M.A., University of Phoenix</td>
</tr>
</tbody>
</table>
Faculty

Arthur W. St. George, B.A., California State University, 1966; M.A., University of California, 1968; Ph.D., University of California, 1974; Webster, 1993–

Leonard A. Stitelman, B.A., Brooklyn College, 1953; A.M., Columbia College, 1959; Ph.D., University of Colorado, 1965; Webster, 2007–

David M. Stratmoen, B.S.Ed., New Mexico State University, 1975; M.A., Webster University, 1989; Webster, 2006–

Jean L. Strosinski, M.A., University of New Mexico, 1990; Webster, 2006–


Eric D. Trias, B.S., University of California, 1998; M.S., Air Force Institute of Technology, 2002; Webster, 2004–

David J. Turner, B.S., Colorado State University, 1967; M.S., American University, 1977; Ph.D., University of New Mexico, 1995; Webster, 1992–

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North Carolina

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Marine Corps Air Station, New River

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