2026-2027 Graduate Studies Catalog

For general information or application materials:

Any student (U.S. Resident or Non-U.S. Resident) wanting to study at a U.S. Campus
Phone: 314-246-7800
E-mail: admit@webster.edu

Any student (U.S. Resident or Non-U.S. Resident) wanting to study at an International Campus)
Contact the campus of interest.

- Vienna, Austria: admissions@webster.ac.at or https://webster.ac.at/admissions
- Chengdu, China: imba-office@uestc.edu.cn or https://websterchina.com/chengdu/admission
- Shanghai, China: https://websterchina.com/shanghai/admission
- Tbilisi, Georgia: Tbilisiadmissions@webster.edu or https://www.webster.edu.ge/admissions.php#admissions
- Athens, Greece: athensadmissions@webster.edu or https://www.webster.edu.gr/admissions
- Leiden, The Netherlands: admissions@webster.nl or https://www.webster.nl/admissions
- Geneva, Switzerland: geneva.admissions@webster.edu or https://geneva.webster.edu/admissions/
- All Uzbekistan locations: uzadmissions@webster.edu or https://www.webster.uz/admissions

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With its main campus in St. Louis, Missouri, USA, Webster University's network of faculty, staff, students and alumni forge powerful bonds with each other and their communities around the world. Founded in 1915, Webster is an independent nonprofit university with students studying at campus locations in North America, Europe and Asia, and in a robust online learning environment. The University is committed to engaged learning experiences and empowering our students to become catalysts for change.

Webster University is academically organized into six schools and colleges:

- College of Humanities and Social Sciences
- College of Science and Health
- George Herbert Walker School of Business & Technology
- Leigh Gerdine College of Fine Arts
- School of Communications
- School of Education

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

- Master of Arts (MA)
- Master of Arts in Teaching (MAT)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Master of Public Administration (MPA)
- Master of Science (MS)
- Master of Science in Nursing (MSN)
- Doctor of Education (EdD)
- Doctor of Nurse Anesthesia Practice (DNAP)
- Dual Degree Programs
- Sequential Degree Programs
- Certificate Programs

Not all degrees and majors are offered at every Webster University location. A schedule of courses for the academic year is available online.

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 their degree program.

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

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

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

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

Governance

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

Organizationally, the Board of Trustees oversees all activities of the University. Leadership is headed by the Chancellor, who is responsible for determining the overall strategic direction and priorities for the University. The President is Webster University's chief academic officer. Below is the listing of the current members of the Board of Trustees.

Webster University Board of Trustees 2026-2027

- **John K. Nickel**, **Chair of the Board**, Co-Owner and Co-Chairman, Switch
- **Tim Keane**, President, Webster University
- **Bill Donovan**, Treasurer of the Board, Chief Financial Officer, Webster University

- **Kelvin Adams**, Chief Executive Officer and President, St. Louis Community Foundation
- **Marvin Anderson**, Senior Vice President, Bank of America Private Bank
- **Gail F. Baker**, Senior Vice President and Provost for Academic Affairs, Professor of Communication Studies, University of San Diego
- **Mike Clairborne**, Broadcaster, St. Louis Cardinals, NewsRadio 1120 KMOX
- **Eve Coulson**, Self-Employed
- **Alicia F. Elsner**, President and General Manager, KSDK-TV Five on Your Side
- **Dr. William (Bill) Fogarty**, Internal Medicine and Endocrinology Physician (retired)
- **Michael J, Girsch**, Vice President and General Manager, St. Louis Cardinals
- **Ellen Harshman**, Dean Emerita, Chaifetz School of Business, Saint Louis University
- **Daniel Lisella**, Assurance Quality Director, BDO USA Professional Practice Group
- **Alan (Al) Elliott Merschen**, Managing Partner, Myriad Marketing
- **Jennifer Ozimkiewicz**, CEO and Owner, OZ Creations, LLC
- **Kathleen (Kathy) O'Neill**, Banking Industry Executive (retired)
- **May Scheve Reardon**, Vice President of Government Relations, Pollard Banknote Limited
- **Phoong Tang**, Chief Information Officer, Enabling Functions, Bayer
- **Sumit Verma**, Partner, Orchestra Life Sciences
- **David P. Weiss**, Counsel, Jenkins & Kling, P.C.

Notice of Non-Discrimination

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

Matters concerning potential sex- or gender-based discrimination, harassment or other conduct prohibited by Webster University's Title IX Policy on Sex Discrimination, including Sexual Harassment involving students, employees and/or applicants for employment or student admission:

Kimberley Bynum-Smith
Director, Office for Civil Rights Compliance & Title IX Coordinator
Webster University
200 Hazel, Office #5
St. Louis, MO 63119
314-246-7780
kimberleybynumsmith@webster.edu

Matters concerning athletics:

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

Matters involving student grievances:

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

Matters concerning academic issues:

Thao Dang-Williams
Associate Vice President for Academic Affairs
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
314-246-8757
thaodangwilliams@webster.edu

Matters concerning all other forms of alleged discrimination involving employees and applicants for employment:

Kimberley Bynum-Smith
Director, Office for Civil Rights Compliance & Title IX Coordinator
Webster University
200 Hazel, Office #5
St. Louis, MO 63119
314-246-7780
kimberleybynumsmith@webster.edu

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Services for Students

Academic Advising

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

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

Reeg Academic Resource Center (Reeg ARC)

The **Reeg Academic Resource Center** offers students, faculty, and staff resources and support for academic success. The Reeg ARC helps students create meaningful educational connections by providing resources and support to complement the learning experience at Webster University. The Reeg ARC promotes equitable access to education by assisting students to succeed at Webster in several ways, which include the following:

Academic Counseling is available to all undergraduate and graduate students throughout Webster's global system and supports student success. Academic Counseling conversations often focus on accessing University resources, goal setting, learning styles, motivation, note-taking, self-advocacy, stress relief and management, study skills, test-taking, time management, and more. Academic Counseling is also available for more intentional conversations with students on academic probation, low or failing grades, or incomplete coursework. For more information, please email academiccounseling@webster.edu.

The **Academic Integrity Education Program** (AIEP) addresses plagiarism on two fronts: first, by educating students on Webster University's academic honesty policy as well as common standards of academic writing and documentation, and secondly, by having students incorporate those principles into their own work. The AIEP stresses that students uphold academic honesty by understanding plagiarism, developing effective strategies in the writing process, incorporating source material appropriately, and citing it properly. The objectives of the AIEP are to provide students with a thorough understanding of those concepts, as well as strategies to avoid or correct issues that arise in their work, so that future academic assignments will maintain academic standards. For more information, please email the Academic Integrity Education Program (AIEP) at academicintegrity@webster.edu.

Disability Student Services (DSS) is committed to providing equal access to education for the Wester University community and considers admission, financial aid, program, and activity applications without regard to disability. DSS, which is in the Reeg Academic Resource Center, is responsible for providing Academic Accommodations and Assistive Technology support for students across all domestic campuses and online platforms.

- **Academic Accommodations** are available to assist individuals with documented physical, psychological, medical, and learning disabilities to ensure they receive the accommodations they need. We also provide temporary accommodations for students with short-term disabilities (e.g., a broken leg) and housing arrangements. We do not conduct diagnostic disability testing. DSS does not directly serve international locations, but we collaborate closely with designated campus representatives to provide support to students at their campuses. For more information, please email Disability Student Services at disability@webster.edu.
- **Assistive Technology** is available for students who require technological support in their classes. The Student Access Coordinator provides students with training and access to programs such as Kurzweil 3000, ZoomText, JAWS/NVDA, and alternate-format texts. Alternatively formatted textbooks, within publisher permission and copyright parameters, may be ordered for students whose documented disabilities qualify for this option as an accommodation. For more information, please email Assistive Technology at atarc@webster.edu.

The Reeg ARC's **Testing Center** proctors rescheduled tests with an instructor's approval and accommodated tests, language placement exams, college credit by exam, and various other exams. The Webster University Testing Center is certified by the National College Testing Association (NCTA) and follows its professional standards and guidelines. Students should schedule appointments at least 24 hours in advance of the requested testing time. For more information, please email the Testing Center at testing@webster.edu.

The **Transitions Program** supports undergraduate students who are conditionally admitted to Webster and on academic probation by preparing them for the academic rigor of the university. Students will learn how to access university resources that will help them reach their academic potential, which includes academic counseling, organization and time management strategies, peer tutoring, writing support, and academic integrity. Transitions students work one-on-one with an academic counselor to explore strengths, areas of possible improvement, and how best to achieve goals. For more information, please email the Transitions Program at transitions@webster.edu.

The **Tutoring Program** provides a pool of capable tutors who work one-on-one or in small groups with students to help them build greater confidence, independence, and success as learners. Individual peer tutoring for specific courses is available by appointment for both short-term "catch-up" work and ongoing support. Online tutoring services are available to students worldwide. To access these services, log in to WorldClassRoom (Canvas) and open any course shell. In the course, click on NetTutor in the left-hand course menu. Then, select the subject or group that is most appropriate. For questions or assistance, email the Tutoring Program at tutoring@webster.edu.

The **Writing Center** provides a friendly, welcoming place where writers in any discipline at any campus can receive one-on-one coaching on their individual projects and goals. Trained coaches help writers understand effective composition and revision processes and work with them to co-create individualized learning and writing goals to meet their academic needs. Services are available through live sessions (both onsite and virtual) or written feedback (via email), so writers can receive assistance in the modality that works best for their schedules or learning preferences. Information about how to schedule appointments, submit a paper for review, and other online resources and helpful writing tips may be found on the Reeg ARC website (www.webster.edu/arc). Additionally, NetTutor provides writing support to all students worldwide. To access NetTutor, log in to WorldClassRoom and open any course shell. Click on NetTutor

in the left-hand course menu and select the NetTutor Writing Center. For questions or assistance, email the Writing Center at writing@webster.edu.

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

Services for Students with Disabilities

Refer to the Disability Student Services segment in the Reeg Academic Resource Center section above.

Contact Information:
Phone: 314-246-7700
Email: disability@webster.edu
atarc@webster.edu
Web: www.webster.edu/arc

Online Learning Center

The **Online Learning Center** supports the design and delivery of online, hybrid, and LiveVirtual classes at both the undergraduate and graduate level, and at all campuses in the Webster network. The Online Learning Center includes a support team that can address any issues that students or faculty may be having in utilizing WorldClassRoom (Canvas). Online students also receive support from a variety of offices throughout the university. Learn more about online student support at https://webster.edu/online/services-online-learners.php

Contact Information:
Email: olc@webster.edu

Admission

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

Contact Information:
Toll Free: 800-753-6765
Phone: 314-246-7800
Fax: 314-246-7116
Email: admit@webster.edu

Career Planning and Development Center

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

Through career coaching appointments, students meet individually with their designated coach, who will serve as a consistent point of contact throughout their graduate studies. Career coaches assist students with exploring and defining their personal career goals while developing the career readiness skills and confidence necessary to succeed. The CPDC website and Connections department page include a multitude of resources, guides and sample documents for career development areas such as job and internship search strategies, application materials, and interviewing preparation. Through Handshake, Webster University's online career management and recruiting platform, students can manage multiple aspects of their job search process, register for career fairs and events, and schedule career coaching appointments with their designated career coach.

Contact Information:
Toll Free: 800-981-9805
Phone: 314-968-6982
Email: careercn@webster.edu
Web: www.webster.edu/career-services
Handshake: https://webster.joinhandshake.com
Connections: https://websteru.sharepoint.com/sites/CareerPlanningandDevelopmentCenter
Instagram: https://www.instagram.com/wucareerplanning
YouTube: https://bit.ly/1Pit1jr

Financial Aid

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

Contact Information:
Phone: 314-246-6992
Fax: 314-246-7125
Email: financialaid@webster.edu
Web: www.webster.edu/financialaid

Health Insurance for International Students

All international students on F-1 or J-1 visa attending Webster University in the United States are required to enroll in health insurance coverage through Student Health Services.

- Upon registration for classes, international students on F-1 and J-1 visas will be automatically enrolled in a health insurance plan through Student Health Services (SHS) with coverage dates that coincides with the dates of the academic term in which they are enrolled.
- International students that are sponsored by their government or by a corporation may be exempt from enrollment through SHS. This exemption is determined by the International Services Director at Webster University. Students must contact the International Services department to obtain a waiver from the student health insurance requirement.
- Students that receive an exemption must submit to SHS a copy of their current health insurance card which includes a copy of both the front and back of the card.
- The student health insurance plan is for international students only; US/domestic students are not eligible to enroll.
- The cost for enrollment in the Student Health Insurance program will include a $25 administrative fee per each term of coverage.

IT Support Center

Technology Support

At Webster University, students have access to the technology needed to enhance their learning experience. This includes access to Webster email, computer labs and specialized

classrooms tailored to specific degree programs. Some spaces require approval or reservation depending on the availability and campus hours

IT Support Center

The IT Service Desk serves as the first point of contact for students seeking assistance from the Information Technology (IT) departments. In addition to providing tiers 1 and 2 support, this unit is also responsible for routing tickets to other departments as needed. Whether studying at one of the Webster campuses or online, this unit is here to help. Services include:

1. Account Access Support (Connections login, Canvas login, Outlook, 2FA assistance and password reset)
2. Wireless Network Support (limited to the Webster network)
3. Computer and Software Support (In campus computer labs)

Support for Personal Devices: Best Effort IT Support

While our IT staff provide limited support for personal devices, assistance is generally offered in the form of written instructions or verbal guidance. To minimize risks, IT staff are not permitted to physically handle or access personal hardware or software.

Our Best Effort Services include:

1. Wireless connectivity troubleshooting
2. 2FA authentication and troubleshooting
3. Basic network connectivity assistance
4. Walkthroughs for Microsoft 365 installation
5. College email account configuration

Additional Information

For current hours of operation and more resources, please visit our external or connections website. As a department, we are committed to providing high-quality, friendly and timely support to students, faculty and staff.

Contact Information:.
Toll Free: 866-435-7270
Phone: 314-246-5995
Email: support@webster.edu
Support Portal: https://support.webster.edu
Public Web Site: https://webster.edu/technology
Connections Site: https://websteru.sharepoint.com/sites/Technology

International Opportunities and Support

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

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

Contact Information:.
Email: intlservices@webster.edu

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

Contact Information:.
Email: mcisa@webster.edu

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

Contact Information:
Toll Free: 800-984-6857
Phone: 314-968-6988
Fax: 314-963-6019
Email: worldview@webster.edu
Web: www.webster.edu/study-abroad

Library

The **Webster University Library** provides online resources, research assistance, study rooms, and computers. At library.webster.edu, students, faculty, and staff can access a wide range of electronic resources--ebooks, articles, streaming video and music, online tutorials, and research guides—available 24/7. The Library houses more than 300,000 books, periodicals, scripts, music scores, CDs, DVDs, and other media. It also offers services to obtain materials from other libraries to support research needs.

The Library is more than its collections. It is a team of knowledgeable, committed staff. Librarians provide reference assistance in person, by phone, by email and through 24/7 chat. Appointments may also be made for in-depth help--either in person or online--with a subject specialist.

Contact Information:.
Toll Free: 800-985-4279
Phone: 314-246-6952
Web: library.webster.edu
Email and 24/7 Chat: library.webster.edu

Military Student Information

Webster University's **Office of Military Affairs** (OMA) is committed to the continuing education needs of our military. The OMA's mission is to provide Webster's military students with access to the global Webster University network through a "single touch point." The OMA can assist military students in multiple areas, including financial aid, academic advising, academic testing, transfer credit (including over 60 cooperative degree programs and transfer credit agreements with DoD school houses, such as Army Captain's Career Courses), grants and proposals, military alumni and military student life activities (tutoring, writing assistance, accommodation assistance, etc.).

Contact Information:
Toll Free: 800-981-9801, ext. VETS (8387)
Phone: 314-246-VETS (8387)
Email: oma@webster.edu
Web: www.webster.edu/military

Office of the Registrar

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

Webster University maintains permanent student records and transcripts that show all course activity throughout the tenure of each student, to include completed degrees and certificates. Records will show recorded grades as well as incomplete or withdrawn classes. In addition, the GPA is also included on the transcript. The University stores student records electronically. Student permanent files are also imaged and stored electronically. Student records are released to third parties only by written consent from the student or per a court-ordered subpoena. Such requests must carry the student's signature.

Access to student records is limited to authorized users of the student information system. Users must have been granted a username and password to access the system. Users are trained in student confidentially and privacy laws such as the Family Educational Rights and Privacy Act (FERPA). Some of the records maintained in the student information system include student name, ID number, address, telephone number, date of birth, courses taken, grades earned, degrees earned and much more.

Contact Information:
Toll Free: 800-987-3447
Phone: 314-968-7450
Email: registraroffice@webster.edu
Web: www.webster.edu/academics/registrar.php

Student Affairs

Student Affairs is responsible for all co-curricular programs including Career Planning and Development, Campus Ministry, Counseling and Life Development, First Year Experience (FYE) Family Programs, Campus Dining Services, Housing and Residential Life, Student Health Services, Multicultural and International Student Affairs, WebsterLEADS, Office of Student Engagement, Student Conduct and the University Center. The Dean’s office responds to student concerns and problems; administers emergency student loan funds, the Money for Textbook program (for St. Louis and online students only) and the undergraduate tuition adjustment process; makes referrals to appropriate resources; advises on all policies affecting student; and works in close coordination with key administration on all student conduct proceedings.

Contact Information:
Toll Free: 800-981-9804
Phone: 314-968-6980
Email: studentaffairs@webster.edu
Web: www.webster.edu/student-life

University Bookstore

The University Bookstore, located in the Garden Park Plaza, 554 Garden Avenue, St. Louis, MO 63119, stocks textbooks and supplies used in courses, as well as a variety of University clothing and accessories.

Financial Services

Short-term emergency loans are available to degree-seeking students on a "funds available" basis. The Office of Student Affairs administers these emergency loan funds. There is a maximum of $500 per student available each year. The Money for Textbooks program is also available to St. Louis, domestic and online students with financial aid who meet certain criteria. This program provides an advance on an expected refund so that students can purchase their textbooks in a timely fashion.

Intercollegiate Athletics Program

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

Webster University has won the SLIAC All-Sports Trophy in 21 of the last 24 years as the top overall competitor in the conference. Participation is encouraged from full-time undergraduate students or graduate students who meet the eligibility requirements of the NCAA and Webster University.

Key Dates from the Academic Calendar

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

For programs with 5-week classes:

Summer 2026

- **May 18 - June 5**: May term
- **June 8**: First 5-week classes start
- **July 10**: First 5-week classes end
- **July 13**: Second 5-week classes start
- **Aug. 14**: Second 5-week classes end
- **Aug. 14**: Summer Graduation Date

For programs with 8-week classes:

Summer 2026

- **June 8**: Summer classes begin
- **July 31**: Summer classes end
- **Aug. 14**: Summer Graduation Date

Fall 2026

- **Aug. 24**: Fall 1 classes begin
- **Oct. 16**: Fall 1 classes end
- **Oct. 16**: Fall 1 Graduation Date
- **Oct. 26**: Fall 2 classes begin
- **Dec. 18**: Fall 2 classes end
- **Dec. 18**: Fall 2 Graduation Date

Spring 2027

- **Jan. 18**: Spring 1 classes begin
- **March 12**: Spring 1 classes end
- **March 12**: Spring 1 Graduation Date
- **March 22**: Spring 2 classes begin
- **May 14**: Spring 2 classes end
- **May 14-16**: Commencement Weekend
- **May 21**: Spring 2 Graduation Date

For programs with 9-week classes: (Counseling MA and Doctor of Nurse Anesthesia DNAP only)

Summer 2026

- **June 8**: Summer session classes begin
- **Aug. 7**: Summer session classes end
- **Aug. 14**: Summer Graduation Date

Fall 2026

- **Aug. 17**: Fall 1 classes start
- **Oct. 16**: Fall 1 classes end
- **Oct. 16**: Fall 1 Graduation Date
- **Oct. 19**: Fall 2 classes start
- **Dec. 18**: Fall 2 classes end
- **Dec. 18**: Fall 2 Graduation Date

Spring 2027

- **Jan. 11**: Spring 1 classes start
- **March 12**: Spring 1 classes end
- **March 12**: Spring 1 Graduation Date
- **March 22**: Spring 2 classes start
- **May 14-16**: Commencement Weekend
- **May 21**: Spring 2 classes end
- **May 21**: Spring 2 Graduation Date

International Campuses

Summer 2026

- **Athens**: June 8 - July 3 (Summer 1); July 6 - July 31 (Summer 2)
- **China - Chengdu**: June 13 - Aug. 9
- **China - Shanghai**: May 23 - July 11
- **Geneva**: June 8 - July 31 (Summer 8-week term)
- **Georgia** - June 8 - July 31
- **Leiden**: June 8 - July 31 (Summer 8-week term)
- **Uzbekistan**: June 8 - July 31
- **Vienna**: June 8 - July 31 (Summer 8-week term)

Fall 2026

Fall 1 Session

- **Athens**: Aug.. 24 - Oct.. 16
- **China - Chengdu**: Aug. 15 - Oct. 25
- **China - Shanghai**: Aug. 1 - Sept. 19
- **Geneva**: Aug. 24 - Oct. 16
- **Georgia**: Aug. 24 - Oct. 16
- **Leiden**: Aug. 24 - Oct. 16
- **Uzbekistan**: Aug. 24 - Oct. 16

Fall Semester

- **Athens**: Aug. 24 - Dec. 18
- **Geneva**: Aug. 24 - Dec. 18
- **Georgia**: Aug. 24 - Dec. 18
- **Leiden**: Aug. 24 - Dec. 18
- **Vienna**: Sept. 14 - Dec. 18
- **Uzbekistan**: Aug. 24 - Dec. 18

Fall 2 Session

- **Athens**: Oct. 26 - Dec. 18
- **China - Chengdu**: Oct. 31 - Dec. 13
- **China - Shanghai**: Oct. 17 - Dec. 5
- **Geneva**: Oct. 26 - Dec. 18
- **Georgia**: Oct. 26 - Dec. 18
- **Leiden**: Oct. 26 - Dec. 18
- **Uzbekistan**: Oct. 26 - Dec. 18

Spring 2027

Spring 1 Session

- **Athens**: Jan. 18 - March 12
- **China - Chengdu**: TBD*
- **China - Shanghai**: TBD*
- **Geneva**: Jan. 18 - March 12
- **Georgia**: Jan. 18 - March 12
- **Leiden**: Jan. 18 - March 12
- **Uzbekistan**: Jan. 18 - March 12

Spring Semester

- **Athens**: Jan. 18 - May 14

- **Geneva**: Jan. 18 - May 14
- **Georgia**: Jan. 18 - May 14
- **Leiden**: Jan. 18 - May 14
- **Vienna**: Feb. 8 - May 14
- **Uzbekistan**: Jan. 18 - May 14

Spring 2 Session

- **Athens**: March 17 - May 14
- **China - Chengdu**: TBD*
- **China - Shanghai**: TBD*
- **Geneva**: March 22 - May 14
- **Georgia**: March 22 - May 14
- **Leiden**: March 22 - May 14
- **Uzbekistan**: March 22 - May 14

*Spring dates will be set according to the timing of partner's academic planning

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Holiday Schedule

- **May 25, 2026**: Memorial Day*
- **June 19,2026**: Juneteenth*
- **July 3, 2026**: U.S. Independence Day observed*
- **Sept. 7, 2026**: Labor Day*
- **Nov. 11, 2026**: Veterans Day**
- **Nov. 26, 2026**: Thanksgiving Day*
- **Nov. 27, 2026**: Thanksgiving Friday*
- **Dec. 24, 2026 – Jan. 1, 2027**: Winter Holiday
- **Jan. 18, 2027**: Martin Luther King, Jr. Day*

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

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

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

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

University Overview

Webster University is an independent, nonprofit, institution offering a wide variety of undergraduate and graduate programs at campuses in the United States, Europe and Central Asia. The University's home campus is located in Webster Groves, five miles from the City of St. Louis. Webster students enjoy the advantages traditionally associated with a small undergraduate college, as well as alternative options normally provided only by larger institutions.

Webster University also offers programs at its locations in San Antonio, Texas, Vienna, Austria; Tbilisi, The Republic of Georgia; Athens, Greece; Leiden, The Netherlands; Geneva, Switzerland; and Tashkent, Uzbekistan. Additionally, Webster has partnered with dozens of other institutions to offer students the opportunities to study at campuses on every continent except Antarctica.

Mission

Webster University nurtures the skills, knowledge and personal growth of our students, cultivating learners who are engaged citizens, ready to create meaningful change in their communities and the world.

Vision

Webster University empowers our students to become catalysts for change — transforming their own lives while driving progress and inspiring lasting impact in communities worldwide.

Core Values

Engaged Learning Experiences

Webster provides hands-on, experiential learning, offering students high-impact experiences through internships, mentorship, research, community service and study abroad opportunities. The University is committed to providing a transformative education for students, emphasizing critical thinking and creativity and fostering a student-first environment.

Community Care

We understand that we are interconnected and greater than the sum of our parts. By leading with love, Webster creates a community that is the heart of learning and growth. Through a shared ethic of care and compassion, we promote a culture of belonging that empowers each person to contribute their unique perspectives. By embracing dialogue, mutual respect and social responsibility, we nurture individuals who contribute to the common good within our campus communities and on a global scale.

Diversity, Equity and Inclusion

Webster's unwavering commitment to diversity, equity and inclusion is rooted in the fundamental belief that every person has equal worth. The University's commitment to diversity, equity and inclusion extends to all individuals from historically underrepresented and marginalized groups, including but not limited to Black, Indigenous, Latine, Asian, Pacific Islander and other people of color; immigrants and refugees; LGBTQIA+ individuals; people of diverse gender identities and expressions, including transgender, intersex, nonbinary, gender-nonconforming and two-spirit individuals; people with all manner of disability, whether apparent or non-visible, including mental health conditions, neurodivergent, chronic medical conditions and Deaf individuals; people from a variety of religious and cultural backgrounds; individuals from under-resourced or economically marginalized communities; military veterans and individuals across all ages, body types and national origins or nationalities. Recognizing the complexities of intersectionality and the commitment to ongoing education, inclusivity and equity for all, Webster maintains a community with a sense of belonging for all identities. It ensures everyone can learn, work and live in an atmosphere of dignity, respect, safety and care. Our differences make us stronger, which is why Webster insists on a culture of fairness and kindness. The University amplifies the contributions of students, faculty and staff knowing that diversity and mutuality fuel innovation, creativity and success in everything our community accomplishes.

Integrity and Ethical Conduct

The highest standards of honesty, fairness and accountability are upheld in all aspects of the community's academic and professional lives. This commitment requires authentic discourse, transparency, courage and a dedication to ethical principles, even in challenging circumstances. Webster creates a culture where trust thrives and people feel valued and safe to express themselves. The University builds a foundation of responsibility that extends into the communities we serve.

Stewardship

People are the greatest resource at Webster and the institution is committed to responsibly caring for them as well as the resources entrusted to the institution in ways that align with our values. Recognizing that it is a privilege to hold the trust, time, talents and dedication of others, we actively care for the well-being and development of our students, faculty#and staff.

Continuous Improvement

We commit to growth and reflective practices that enhance our programs, processes and impacts, continually elevating our service to the community and advancing our mission. We embrace a mindset of lifelong learning, honest self-reflection and emotional intelligence, recognizing that personal development fuels innovation and strengthens our collective potential.

Statement of Ethics

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

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

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

Participants in this shared enterprise strive to be governed by what ought to be rather than by what is. To accomplish its goals, members of the University community aspire to a higher standard

than mere compliance with formalized University requirements and local, state, and federal laws.

Webster University endeavors to fulfill the following expectations:

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

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

Accreditation

Webster University is accredited by **The Higher Learning Commission,** 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, hlcommission.org • 800-621-7440.

Webster University has been accredited continuously since 1925, and this accreditation includes undergraduate and graduate levels at all campuses and locations where the University offers programs.

General Data Privacy Commitment (GDPR)

Webster University is committed to protecting the privacy and security of personal data. We comply with the General Data Protection Regulation (GDPR) and other applicable data protection and privacy laws worldwide. Personal information is collected and processed responsibly, lawfully, and transparently, with appropriate safeguards in place to protect individual privacy rights.

All personal data provided to Webster University are subject to the University's privacy policies and notices, available at: https://www.webster.edu/privacy-security/policies.php

Licensure/Approvals and Specialized Accreditation

Online Licensure

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

- Students with a complaint must first attempt to resolve the issue at the school by completing the school's complaint process. Exhaustion of all informal and formal institutional processes, including both campus processes and any applicable system processes, is a prerequisite to filing any formal complaint with the Missouri Department of Higher Education & Workforce Development. (MDHEWD)
- If dissatisfied with the resolution of the grievance, the student may contact the department by calling (573) 751-2361 and selecting option 2.
- The student will be directed to submit the complaint in writing, using a complaint form provided by the MDHEWD. It may be mailed or faxed to the department and must include supporting documentation. If there is no indication institutional remedies have been exhausted, the complaint will be returned for that purpose. Complaints that fall within the jurisdiction of the department will be investigated and resolved as appropriate by the relevant unit of the MDHEWD. All parties to the complaint will be notified of its resolution by mail.
- Distance education students may call or email the State Portal Entity (SPE) directly:
  - Joshua Fischer
    Program Specialist
    SARA State Portal Entity - Missouri
    Missouri Department of Higher Education and Workforce Development
    301 W. High Street
    P.O. Box 1469
    Jefferson City, MO 65102-1469
  - Phone: 573-522-1377
    Fax: 573-671-6635
    Email: Joshua.Fischer@dhewd.mo.gov
    Website: https://dhewd.mo.gov

Student may also contact the SPE for their home state, SARA SPE. Contacts are listed on this website: https://nc-sara.org/state-portal-entity-contacts/

State Licensures

Missouri

Campuses at Webster Groves, Gateway (Downtown St. Louis) and Westport are authorized by the Missouri Department of Higher Education.

Missouri Department of Higher Education
301 W. High Street (Suite 840, 860, 870, 580)
Jefferson City, MO 65101

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

Texas

The metropolitan campus at San Antonio is approved by the Texas Higher Education Coordinating Board.

The student tuition refund rates apply when a student drops or withdraws from a course in accordance with University enrollment policies and the refund has been approved. Students attending on-campus classes in Texas will receive a refund on tuition as dictated by the following State requirements:

Refund Schedule

Date	Course Status	9-week Class	8-week Class
Week 1	Drop	100%	100%
Week 2	Withdrawal	80%	80%

Date	Course Status	9-week Class	8-week Class
Week 3	Withdrawal	80%	80%
Week 4	Withdrawal	25%	25%
Week 5	Withdrawal	0%	0%
Week 6	Withdrawal	0%	0%
Week 7	Withdrawal	0%	0%
Week 8	Withdrawal	0%	0%
Week 9	Withdrawal	0%	N/A

Specialized Accreditations

- Business and Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- Webster University is designated as a National Center of Academic Excellence in Cyber Defense (CAE-CD).
- Webster University has been accredited by the National Association of Schools of Music (NASM) since 1952.
- The master's nursing program at Webster University located in Saint Louis, Missouri is accredited by the Accreditation Commission for Education in Nursing (ACEN)
  3390 Peachtree Road NE, Suite 1400
  Atlanta, GA 30326
  404-975-5000
  www.acenursing.org
  The most recent accreditation decision made by the ACEN Board of Commissioners for the master's nursing program is continuing accreditation.
  View the public information disclosed by the ACEN regarding this program at https://www.acenursing.org/search-programs
- The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Programs (COA).
- The Master of Health Administration program is accredited by the Commission on Accreditation of Healthcare Management (CAHME).
- Education programs that lead to state licensure and a degree are accredited by the Council for the Accreditation of Educator Preparation (CAEP).
- Educator preparation programs at Webster University are approved by the Missouri Department of Elementary and Secondary Education (DESE).
- The MA in Behavior Analysis received full recognition (Tier 2z) from the Association for Behavior Analysis International (ABAI).
- The MA in Reading received national recognition from the International Literacy Association (ILA).
- The MA in Reading with a Graduate Certificate in Dyslexia and the Science of Reading and the Graduate Certificate in Dyslexia and the Science of Reading are accredited by the International Dyslexia Association (IDA).
- The MA in Reading with a Graduate Certificate in Dyslexia and the Science of Reading is designated as accredited by the Center for Effective Reading Instruction (CERI).
- The BA, MA in legal studies and paralegal certificates at the St. Louis campus only are approved by the American Bar Association (ABA).
- The MA in Counseling with an Emphasis in Clinical Mental Health Counseling, is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) at the following campuses: St. Louis/Webster Groves, MO, and Online.
- The MA in Counseling is accredited by the Swiss Association for Counseling (referred to as Association Suisse de Conseil (French) and Schweizerische Gesellschaft fur Beratung, SGfB (Swiss German)) at the Geneva, Switzerland, campus. The accreditation allows master's students pursuing the degree in Geneva, Switzerland the status of Members in Training SGfB, until receipt of their degree when they will become Active Members SGfB.
- Webster University is registered as an Approved Continuing Education Provider (ACEP) with the National Board for Certified Counselors, Inc (NBCC).
- National Council for State Authorization Reciprocity Agreements (NC-SARA).

International Accreditation and Recognitions

- **Austria**: Webster Vienna Private University (WVPU) is accredited as an Austrian private university by The Agency for Quality Assurance and Accreditation Austria (AQ Austria) in accordance with the Act on Quality Assurance in Higher Education (HS-QSG),. Each degree program is individually accredited under this Act.
- **China**: The Webster University MBA program, offered in partnership with the Shanghai University of Finance and Economics (SUFE) and the University of Electronic Science and Technology of China (UESTC), is officially recognized by the Ministry of Education in China.
- **Georgia**: The National Center for Educational Quality Enhancement's Authorization Council for Higher Education Institutions in the Republic of Georgia has granted the higher education institution status to Webster University Georgia (I/D 405424526).
- **Greece**: Webster University, through its Athens Campus, Webster Athens, has been accredited/licensed by the Ministry of Education, Research and Religious Affairs of the Hellenic Republic to operate in Hellas [Greece] under permit 127051/K1/01.08.2016 [Government Gazette 2585/B/22.08.2016].
- **The Netherlands**: Webster Leiden Campus is recognized as an institute of higher education.
- **Switzerland**: Webster University Geneva is a non-profit university established and recognized in Geneva since 1979 as a Swiss Foundation (Fondation Webster).
- **Uzbekistan**: By resolution of the President of the Republic of Uzbekistan and through the Ministry of Higher and Secondary Specialized Education, Webster University is registered to operate, and its diplomas, transcripts and other academic awards are recognized as documents of higher education in the Republic of Uzbekistan.

Tuition, Fees, Refunds and Financial Information

Tuition and Fees

The tuition rates listed below are for the 2026-2027 academic year and are subject to change. Due to different degree completion lengths, students requiring a schedule of total charges for a period of attendance and an estimated schedule of total charges (institutional and noninstitutional) for their educational program may request an individualized report through the Office of Admission during their admission process.

Federal, state and institutional aid, including grants and scholarships, are applied directly against the Webster University tuition, fees, and housing, if applicable. If aid exceeds the balance, the remaining funds will be refunded to the student to offset academic educational expenses.

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

Tuition Type	Details	Cost
Graduate tuition*	-	$800
Graduate tuition* Military Students (active duty, selected reserve and National Guard)	(U.S. locations and online)	$400

** Excludes School of Education students, doctoral students, and students in other specialized degree programs.*

Several scholarships are available to support Military Spouses, Military Dependents, Children of Fallen Patriots, Folds of Honor designees, First Responders, Civilian Employees and Federal Contract Workers. For information on these scholarships, please see the Office of Military Affairs Scholarships website.

Teaching English to Speakers of Other Languages (TESOL) students

Tuition Type	Cost
Regular Tuition	$710

Doctor of Nurse Anesthesia Practice (DNAP) students

Tuition Type	Cost
Tuition (per term)	$6,980
Fees (per term)	$950
Transfer credit	$850

Doctor of Education (EdD) students

Tuition Type	Cost
Regular Tuition	$940
Tuition for Military and First Responders (Webster Groves campus)	$640

Tuition (per credit hour) for School of Education students

Tuition Type	Details	Cost
Graduate tuition	-	$710
Graduate tuition Military Students (active duty, selected reserve and National Guard)	(U.S. locations and online)	$400
In-service courses	-	$90 - $500

****Includes courses held at St. Louis area extended site locations.*

Additional Fees

Fee Type	Details	Cost
Application Fee (excluding doctorate programs)	*non-refundable*	$50
Application Fee (doctorate programs)	*non-refundable*	$130
Graduation Fee	*non-refundable*	$130
Transcript Fee	-	$20
Study Abroad	*non-refundable*	Varies
International Student Health Insurance fee	-	$25
International Graduate Activity and Services fee	-	$20
Late Payment Fee	*Beginning of the semester*	$150
Late Payment Fee	*End of the semester if balance is not paid in full*	$150

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

School of Education Graduate Alumni Discount

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

Payment Requirements

Tuition and fees are due and payable in full no later than two weeks prior to the first day of classes each semester/term. Students must enroll in a Payment Plan to cover any remaining balance not fully covered by a completed Financial Aid Package, Scholarships, or a Third Party to avoid monthly late fees.

Every attempt is made to help the student secure financing to meet personal needs. The payment options offered include:

- Financial aid
- Direct billing to a third party (i.e., employer)
- Tuition assistance paid by a government agency (e.g., military)
- Deferred payment plan
- Payment in full

Some options require the submission of appropriate documentation. The deferred payment plan option requires a deferred payment fee to be paid at the time of registration. The University reserves the right to refuse deferred payment privileges for any student whose account is overdue or has been overdue in the past.

Students are encouraged to make electronic check payments online, but personal checks made payable to Webster University are also accepted. A $40 returned payment service charge will be assessed to the student account if payment is returned. A returned payment includes returned checks, returned electronic payments (online check ACH), and credit card chargebacks. Webster also accepts MasterCard, Discover, VISA, and American Express payments online with a 2.95% convenience fee.

Students are financially responsible for all courses not officially dropped by the deadline. Webster University reserves the right to withhold transcripts or diplomas, and refuse or cancel enrollment for future terms, if any tuition or other fees or charges owed to the University are not paid when due. In the event an account is referred to an agency or attorney for collection, the student promises to pay, in addition to all amounts otherwise due to Webster University, the costs and expenses of such collection and/or representation not to exceed 25% of the amount owed, including, without limitation, reasonable attorneys' fees and expenses (whether or not litigation is commenced), to the extent permitted by applicable law.

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

Late Fees

Payment Due Date

All student account balances must be **paid in full or covered** by one of the following **no later than two (2) weeks prior to the first day of classes**:

- Completed financial aid
- Scholarship funding
- Approved third-party sponsorship
- Enrollment in a University payment plan*

*Students must be current on all payment plan installments to remain in good standing.

Late Payment Fees

Students who do not meet the payment requirement above will be subject to late payment fees as outlined below:

- Initial Late Fee *(Beginning of the semester/term)* — $150
- Additional Late Fee *(End of the semester/term)* — $150

Initial Late Fee

An initial late payment fee of **$150** will be assessed after the start of the term based on the student' enrollment:

- **Full Semester and First 8-week courses**:
  Assessed during **week 3 of the semester**
- **Second 8-week courses only**:
  Assessed during **week 3 of the second 8-week term**

Additional Late Fee

An additional late payment fee of **$150** will be assessed if the balance remains unpaid:

- **Full semester and second 8-week courses**:
  Assessed at the **end of the semester**
- **First 8-week courses only**:
  Assessed at the **end of the first 8-week term**

Ongoing Delinquency

Unpaid balances may:

- Continue to incur late payment fees in subsequent terms
- Be referred to an external collection agency
- Result in additional collection costs

Non-Waiver Circumstances

Late payment fees will not be waived due to, but not limited to:

- Insufficient funds
- Failure to receive a billing statement
- Failure to monitor University email communications
- Delays in securing financial aid or third-party funding
- Personal or financial circumstances

Tuition Refunds

Graduate tuition refunds depend on the drop or withdrawal date. It is the graduate student's responsibility to submit for a drop or withdrawal via MyWebster or with an academic advisor by the deadline. Refunds are for tuition only; all fees in connection with these courses (e.g. lab fees, music fees, parking fees, matriculation fees) are non-refundable. Housing and meal charges are refundable on a pro rata basis.

Student tuition refund rates apply when a student drops or withdraws from a course in accordance with University enrollment policies during an applicable period to receive a percentage refund of tuition. Students who withdrawal or drop outside of the approved refund periods will not see an adjustment on their student account. Tuition waivers for dropped courses are automatic; the charges are expunged from the student's account. Tuition refunds for withdrawals are made automatically, based on the date of withdrawal, as authorized by the University official who processes the withdrawal. Account adjustments shall be made within 30 days of the date that the institution has determined that a tuition refund is due to a student.

Students awarded financial aid should contact the Office of Financial Aid to determine the effect that dropping or withdrawing from class will have on aid eligibility.

International students recruited to the U.S. will be required to pay a Tuition Deposit, which is applicable toward tuition only. This Tuition Deposit is non-refundable upon enrollment and will be forfeited if the student decides to transfer out of the University. If the student rejoins the University within twelve (12) months of the the date of last class attendance, the forfeited Tuition Deposit will be applied to tuition. Forfeited Deposit Tuition cannot be applied toward any other charges such as student health insurance, housing and other non-tuition fees that may remain outstanding for the student.

Refunds for affected Department of Defense Tuition Assistance students attending Webster University classes are dictated by our memorandum of understanding (MOU) with the DoD. The deposit and refund policies at international campuses may differ; contact the specific international campus for details. All other student refunds/tuition waivers are made according to the following schedule:

Refund Schedule by Class Length in Weeks

Date	Course Status	16-, 9-or 8-week	5- or 4-week	3-week
Week 1	Drop	100%	100%	100%
Week 2	Withdrawal	75%	25%	0%
Week 3	Withdrawal	50%	0%	0%
Week 4	Withdrawal	25%	0%	N/A
Week 5	Withdrawal	0%	0%	N/A
Week 6	Withdrawal	0%	N/A	N/A
Week 7	Withdrawal	0%	N/A	N/A
Week 8	Withdrawal	0%	N/A	N/A
Week 9	Withdrawal	0%	N/A	N/A

Late Refund Request

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

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

Financial Aid

Webster University's Financial Aid Office offers federal direct loan resources for students needing financial support for their educational expenses.

To apply for any forms of need-based aid, a student must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA can be accessed on-line at www.studentaid.gov. Webster University's academic year begins in the summer semester and ends with the following spring semester (Summer, Fall, Spring). To be considered for priority financial aid offer, the FAFSA should be submitted as soon as possible, but at least 30 days prior to the beginning of their first term of enrollment to ensure timely processing of the financial aid offer. Please note, all federal aid must be originated prior to the last day of the academic year, OR last day of a student's final term of enrollment for the academic year, whichever comes first. In addition to the annual FAFSA, a student needs to complete and submit the Webster University Graduate Financial Aid Application available online by logging into the financial aid portal in Connections.

Prior to borrowing loans to pay for an educational program, the student should make note of the loan terms and interest rates, as the student will have the responsibility to repay the full amount of the loan plus interest,

Cost of Attendance

An important part of determining a student's eligibility for financial aid is calculating a Cost of Attendance (COA). In accordance with federal regulations, Webster University has developed a Cost of Attendance (i.e., budget) for anticipated expenses a student may incur during the current school year. These expenses include tuition and fees, housing, food, books and supplies, transportation, and personal expenses.

Housing and food can refer to either on-campus or off-campus living expenses. Expenses are also considered for students who live at home with parents or relatives. Travel expenses include items such as gasoline, vehicle maintenance and insurance. Personal expenses include reasonable estimates for laundry, clothing, and entertainment. Many of the elements in the Cost of Attendance are estimates, so it is possible for a student to spend more or less than anticipated during any given year.

Federal Financial Aid Student Eligibility

To be eligible for federal financial aid, also referred to as Title IV funds, a valid Free Application for Federal Student Aid (FAFSA) is required. Students must also enroll at least half-time each semester.

Gift Aid

Scholarships awarded directly to the student from outside sources must be reported to the financial aid office, to become part of the overall financial aid offer. The amount of the private award can impact eligibility in other programs as can the criteria of the program itself. It is important for all students to provide information regarding the selection and renewal (if applicable) criteria, the

amount, and the anticipated disbursement date for any outside scholarship or grant awarded.

Loans

For students working on a graduate degree, the only available aid are the federal and private loan programs. Student loans may be used to address any expenses billed by Webster University, as well as any personal expenses, or other educationally related expenses. Webster University participates in the Federal Direct lending program that offers Direct Unsubsidized loans to graduate students. The annual limit for graduate students is $20,000. Students are welcome to seek out a private loan for educational purposes from a lender of their choosing.

Federal loans allow students to defer payment until after leaving the University or dropping below half-time enrollment. Some loans carry an interest subsidy. All have long-term repayment and controlled fixed interest rates. Federal loans allow students to defer payment until after leaving the University or dropping below half-time enrollment.

Privately funded alternative educational loan programs designed to supplement institutionally administered Federal loan programs. These are not federally insured and may or may not carry a higher, variable interest rate and/or may require a credit worthy co-signer with a favorable credit history.

Federal Direct Loans have a lifetime maximum amount of $100,000, which includes loans taken out for both graduate and undergraduate coursework. Students can review their lifetime federal student loan totals at studentaid.gov. Student will receive notification of funding eligibility per year on their financial aid offer. Graduate PLUS loans are not included in the $100,000 Direct loan borrowing limit. Beginning July 1, 2026, the graduate PLUS loan is only available to current borrowers.

Satisfactory Academic Progress

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

Satisfactory Academic Progress is determined by:

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

Students must complete attempted hours according to the following:

- Completion of 67% of cumulative hours attempted (i.e., a student attempts 15 hours and must complete 10 hours).
- Course grades of "I", "WF", "W", or "F" are considered as attempted and not completed.
- Course grade of Credit/No Credit, will be counted in the total number of attempted hours. If the course is successfully completed, the credits are added to the total number of earned credit hours but the Credit grade is not included in the GPA calculation. Receiving a grade of No Credit in a course of this type will negatively impact the progression and GPA requirement.
- Repeated coursework will only be counted once as completed class, regardless of a grade received in the prior attempt. Both attempts are counted as attempted coursework (i.e. if a 3 credit hour class is taken and repeated, a student will have attempted 6 credit hours but completed 3)
- Courses completed at Webster University as well as courses transferred and accepted by Webster University are considered in the Pace of Progression completion rate.
- Once a student completes the coursework for a class in which they had previously earned a grade of "I", they must notify the Financial Aid Office of the completion and the financial aid status will be reviewed and updated.

Maximum Timeframe

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

Satisfactory Academic Progress Monitoring

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

Suspension/Academic Plan Probation Status

A student will be placed on Financial Aid Suspension if:

- The cumulative GPA is less than the stated requirement in the Qualitative Measurement section.
  and/or
- The student has not successfully completed the minimum 67% of attempted hours including transferred hours.

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

Non-Satisfactory Progress Appeal

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

- The death of a relative to the student.
- Severe injury or illness of the student.

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

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

A student placed on a Financial Aid Academic Plan Probation:

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

Reinstatement

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

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

University Withdrawal

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

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

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

Return to Title IV

Financial aid funds are to be used for educational purposes only. Therefore, if a student withdraws before completing the courses for which the student received aid, a portion of the funds received may have to be returned. This policy applies to students who officially withdraw, unofficially withdraw, fail to return from a leave of absence, or are dismissed from enrollment.

The calculated amount of the Return of Title IV (R2T4) are determined according to the following definitions and procedures as prescribed by regulations. The amount of Title IV (federal) aid earned is based on the amount of time a student spent in academic attendance for the term or semester, and the total aid received. Title IV funds are awarded to the student under the assumption that he/she will attend classes for the entire period for which the aid is awarded. When a student withdraws, he/she may no longer be eligible for the full amount of Title IV funds that were originally scheduled to be received. Therefore, the amount of federal funds earned must be determined by the financial aid office and returned to the Department of Education. If the amount disbursed is greater than the amount earned, unearned funds must be returned. This may result in the student needing to return all or a portion of their financial aid refund, and may also result in a balance due to the university for funds returned to Department of Education on the student's behalf.

The institution has 45 calendar days from the date that the institution determines that the student withdrew to return all unearned funds for which it is responsible. Eligibility for post withdrawal disbursements will be confirmed within 30 calendar days of the date that the student withdrew. The school must advise the student or parent that they have 14 calendar days from the date that the school sent the post withdrawal disbursement notification to accept a post withdrawal disbursement. If a response is not received from the student or parent within the allowed time frame or the student declines the funds, the school will return any earned funds that the school is holding to the Title IV, federal programs.

Graduate Assistantships

A limited number of graduate assistantships are available. Assistantships may include hourly wages and scholarship funds equal to 50% of graduate tuition for nine (9) credit hours per semester. Please contact the office of your degree program for availability, remunerations and application deadlines.

Veterans' Educational Benefits

Webster University degree and certificate programs are approved for veterans' educational benefits in compliance with prescribed regulations by special approval agencies in each state and for each foreign country where the University offers programs. Questions about eligibility can be directed to the Office of Military Affairs (OMA).

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

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

all students at the end of each scheduled term. The policy and regulations regarding student standards of progress for graduation are detailed under Grading System in the Academic Policies section of this catalog. Additional information may be obtained from the Office of the Registrar at the St. Louis main campus.

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

Any conduct that is detrimental to the school and/or other students will result in the termination of VA educational benefits. The Satisfactory Academic Progress Policy for financial aid also applies to VA educational benefits.

Campus Locations and Offerings

The main campus of Webster University is in Webster Groves, Missouri, a major suburban center of the St. Louis metropolitan area. In the United States, Webster University has a location in San Antonio, Texas. The University has international locations and/or campuses in Austria, China, Greece, The Netherlands, The Republic of Georgia, Switzerland and Uzbekistan. Webster also offers many of its programs online.

Not all degrees and majors are offered at every Webster University location. Campus offerings listed below are accurate as of June 1, 2026. Please see individual campus websites or Webster's Program Finder for current offerings. A schedule of courses for the academic year is available online and at all Webster University locations that offer degree programs.

United States Campuses

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

Missouri

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

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

Texas

Webster University San Antonio*
One Castle Hills
Suite 600
1100 N.W. Loop 410
San Antonio, TX 78213
Ph: 210-348-8816
Fax: 210-341-0110
sanantoniometro@webster.edu

Programs offered:

- Business Analytics (MS)
- Cybersecurity Operations (MS)
- Cybersecurity (MS) with an Emphasis in Artificial Intelligence
- Cybersecurity (MS) with an Emphasis in Data Analytics
- Cybersecurity - Threat Detection (Certificate)
- Data Analytics (MS)
- Human Resources Management (MA)
- Information Technology Management (MA)
- Information Technology Management (MS)
- Management and Leadership (MA)
- Marketing (MS) with an Emphasis in Analytics
- Master of Business Administration (MBA)
- Master of Business Administration (MBA) with an Emphasis in Analytics
- Project Management (Certificate)

International

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

Austria

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

Programs offered:

- International Relations and Security Studies (MA)
- Master of Business Administration (MBA)

China

Chengdu
University of Electronic Science & Technology of China
School of Management and Economics of UESTC
#2006, Xiyuan Ave, West Hi-Tech Zone, Rm, C321
Chengdu, Sichuan, 611731, China
Ph: 011 86 (28) 61830931

Programs offered:

- Master of Business Administration (MBA)

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

Programs offered:

- Master of Business Administration (MBA)

Georgia

Tbilisi
Ilia Chavchavadze Avenue N82
Tbilisi, Republic of Georgia, 0162
Tbilisi@webster.edu

Programs Offered:

- International Relations (MA)
- International Relations and Security Studies (MA)
- Master of Business Administration (MBA)

Greece

Athens
9 Ipitou Street

Athens, Greece
GR 105 57
Ph: 011 30 211 9905300/9

Programs offered:

- International and Regional Security (Certificate)
- International Relations and Security Studies (MA)
- Master of Business Administration (MBA)
- Oil and Gas (Certificate)
- Project Management (Certificate)
- Psychology (MA) with an Emphasis in Counseling Psychology

The Netherlands

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

Programs offered:

- International and Nongovernmental Organizations (Certificate)
- International Relations and Security Studies (MA)
- Master of Business Administration (MBA)
- Psychology (MA) with an Emphasis in Counseling Psychology
- Sustainability Management (MS)

Switzerland

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

Programs offered:

- Counseling (MA)
- Cybersecurity Operations (MS)
- Health Care Management (MA)**
- Healthcare Leadership (Certificate)**
- International Relations and Security Studies (MA)
- Management and Leadership (MA)
- Management and Leadership (MA) with an Emphasis in Cybersecurity
- Master of Business Administration (MBA)
- Master of Business Administration (MBA) with an Emphasis in Cybersecurity Operations
- Dual Degree: Management and Leadership (MA) / Master of Business Administration (MBA)

**Courses are taught in French.

Uzbekistan

Tashkent
Webster University Tashkent
13 Navoi Avenue
Tashkent 100011
Uzbekistan
Ph: 998 71 241 3300

Programs offered:

- Education and Innovation (MA)
- International Teaching (Certificate)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Strategic Communications (MA)
- Teaching English to Speakers of Other Languages (MA) with Teaching English as a Foreign Language (Certificate)

Bukhara
Webster University Tashkent at Bukhara State Medical Institute
G'ijduvon ko'chasi 23
Bukhara 200118
Uzbekistan
Ph: 998 65 223 0050
info@bsmi.uz

Programs offered:

- Master of Health Administration (MHA)

Bukhara
Webster University Tashkent at Bukhara State University
M.Iqbol Street 11
Bukhara 200118
Uzbekistan
Ph: 998 65 221 2914
buxdu_rektor@buxdu.uz

Programs offered:

- Teaching English to Speakers of Other Languages (MA) with Teaching English as a Foreign Language (Graduate Certificate)

Jizzakh
Webster University Tashkent at Jizzakh State Pedagogical Institute
Sharof Rashiddov Street 4
Jizzakh, 130100
Uzbekistan
Ph: 998 72 226 13 57
info@jdpu.uz

Programs offered:

- Teaching English to Speakers of Other Languages (MA) with Teaching English as a Foreign Language (Graduate Certificate)

Samarkand
Webster University Tashkent at Samarkand Institute of Economics and Service
Street Amir Temur 9
Samarkand 140100
Uzbekistan
Ph: 998 66 231 1253
sies_info@edu.uz

Programs offered:

- Master of Business Administration (MBA)

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

Programs offered:

- Teaching English to Speakers of Other Languages (MA) with Teaching English as a Foreign Language (Certificate)

Samarkand
Webster University at Samarkand State Medical University
Amir Temur Street 18A
Samarkand, Uzbekistan 140100
Ph: 998 66 233 0841
Fax: 998 66 233 7175
sammu@sammu.uz

Programs offered:

- Master of Health Administration (MHA)

Tashkent
Webster University Tashkent at Tashkent Medical Academy
Farabi Street 2
Tashkent 100109
Uzbekistan
Ph: 998 78 150 7825
Fax: 998 78 150 7828
info@tma.uz

Programs offered:

- Master of Health Administration (MHA)

Online Programs

Webster University offers students unparalleled opportunities to advance their career with a distinctive blend of classroom and online degree programs. Students can pursue their degree entirely online, or mix classroom and online courses according to their preferences, interests and work or family commitments.

Online programs and courses are offered in both asynchronous and synchronous modalities. For asynchronous programs, students can participate any time of the day or night, crafting their schedule of coursework to meet their needs. For synchronous programs, students can still attend from any location, but there will be an expectation that they join a live session via Zoom or other teleconferencing technology on a regular basis (most often weekly). Students can work with their enrollment coach and academic advisor to help choose the program delivery that is the best fit. Online programs and courses are continually being developed to serve the needs of Webster students. A list of current online programs can be found at www.webster.edu/online.

Current Online Programs

College of Science and Health

Graduate Degrees

- Counseling (MA)
- Environmental Management (MS)
- Nursing (MSN)

College of Humanities and Social Sciences

Graduate Degrees

- Criminal Justice (MS)
- International Relations and Security Studies (MA)
- Legal Studies (MA)

Graduate Certificates

- International and Regional Security
- Paralegal Studies

George Herbert Walker School of Business & Technology

Graduate Degrees

- Business and Organizational Security Management (MA)
- Cybersecurity Operations (MS)
- Finance (MS)
- Human Resources Management (MA)
- Information Technology Management (MS)
- Management and Leadership (MA)
- Marketing (MS)
- Marketing (MS) with an Emphasis in Analytics
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Master of Public Administration (MPA)
- Procurement and Acquisitions Management (MA)
- Supply Chain Management (MS)
- Sustainability Management (MS)
- Talent Development and Training (MA)

Graduate Certificates

- Cybersecurity - Information Assurance
- Cybersecurity - Threat Detection
- Digital Marketing Management
- Government Contracting
- Project Management

School of Communications

Graduate Degrees

- Strategic Communications (MA)

School of Education

Graduate Degrees

- Applied Behavior Analysis (MA)
- Doctor of Education (Ed.D.) in Transformative Learning the Global Community
- Education and Innovation (MA)
- Reading (MA)

Graduate Certificates

- AI Assisted Learning and Instruction
- Applied Behavior Analysis (BCBA)
- Applied Behavior Analysis and Organizational Behavior Management
- Dyslexia and the Science of Reading

Admission

General Admission Information

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

Contact Information for the Office of Admission

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

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

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

Degree-Seeking

Admission Criteria and Process

Applicants considered for admission to graduate studies at Webster University must hold an earned baccalaureate degree from an accredited educational institution recognized by Webster University, and meet all program admission standards. Applicants who have a completed baccalaureate degree from a U.S. accredited institution must satisfy program requirements or requisites, including a 2.5 (on a 4.0 scale) minimum cumulative Grade Point Average (GPA) at their baccalaureate degree granting institution for full admission. Students who completed their university education outside the U.S. must have earned an equivalent recognized baccalaureate degree as determined by Webster University. Students who have the necessary academic preparation for admission to accredited/recognized master's-level university programs in their native system of education, providing their academic preparation was at least three years in length, will be considered for admission using Webster University admission criteria. Consideration includes a minimum, cumulative GPA as calculated by Webster University.

Applying for Admission Consideration

Students interested in applying for graduate admission must submit the following:

- A Graduate Application for Admission at www.webster.edu/apply
- An application fee of $50
- Students may electronically submit required supporting documents into the application at www.webster.edu/apply. All supporting documents may also be submitted using the following address: Office of Admission, Webster University, 470 East Lockwood Avenue, Saint, Louis, MO 63119-3194 USA
- Supporting documents sent from outside the United States may use the following mailing address: Webster University, 470 East Lockwood Avenue, Webster Groves, Missouri 63119-3194 USA, ATTN: Office of Admission
- Official transcripts may be submitted electronically using a secure 3rd party such as: Escript-Safe, Parchment, or National Student Clearinghouse to transcripts@webster.edu. Transcripts uploaded by the applicants are NOT considered official.
- Any transcripts not issued in English will require a certified English translation in addition to the official original language document. The admission decision will be made only after all required documents are on file with the appropriate office at the University.
- Some academic programs have additional admission requirements, which are specified in their respective section of the catalog.
- Students who are Permanent Residents of the USA and hold a Resident Alien Card must submit a copy of both sides of the card. This document may be uploaded into the application at www.webster.edu/apply.

Applications are reviewed on a rolling basis and students are notified of the admission decision. Questions may be directed to the Office of Admission, admit@webster.edu, 314-246-7800 or 1-800-753-6765; Fax: 314-246-7116

Acceptance

Upon review of the student's application and supporting documents, the following acceptance decision may be rendered.

Full Admission

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

Provisional Admission

This may be granted to students without a transcript on file whose cumulative GPA is 2.5 or higher; however an official copy of the baccalaureate degree conferred transcript must be received before any federal financial aid may be disbursed and before the student may register for classes for the second term of enrollment at Webster. Upon receipt of the official transcript from the institution awarding the baccalaureate degree, the student will receive a full graduate admission decision with any conditions such as "conditional basis" acceptance noted, based on the final baccalaureate GPA.

Provisional Conditional Admission

This may be granted to students without a transcript on file whose cumulative GPA is at least a 2.0 but below 2.5; however, an official copy of the baccalaureate degree conferred transcript must be received before any federal financial aid may be disbursed and before the student may register for classes for the second term of enrollment at Webster. Upon receipt of the official transcript from the institution awarding the baccalaureate degree, the student will receive a full graduate admission decision with any conditions

such as "conditional basis" acceptance noted, based on the final GPA.

Conditional Admission

Students whose submitted official baccalaureate degree conferred transcript shows a cumulative GPA of at least a 2.0 but below 2.5 will be admitted under a "conditional basis" category. These students will be limited to one course per term prior to advancement to candidacy.

Non-Academic Issues and Admission

Webster University reserves the right to deny admission based on non-academic reasons when it is believed to be in the best interest of the University. If a student's application misrepresents any information, for any reason, admission or enrollment may be revoked.

Sequential Admission

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

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

Sequential Conditional Admission

Students whose official baccalaureate and master's conferred degree transcripts that show a cumulative GPA of at least a 2.0 but below 2.5 will be admitted under a conditional basis category. Specialized graduate programs have other requirements determined by individual schools and colleges of Webster University.

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

Students should apply online at www.webster.edu/apply. A non-refundable application fee of $50 is required.

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

Military Applicants

Military applicants should consult both their Webster University representative and ESO prior to enrollment. Applicants should follow the admission process as detailed earlier in this section of the catalog. All documents required for admission to the degree program will apply.

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

California Applicants

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

Florida Applicants

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

Application for International Students

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

Application Requirements

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

student's choice, such as a special interest, significant experience or notable achievement. Minimum 300 word count in length.
- Copy of Biographical Page of Passport

International students recruited to the U.S. will be required to pay a Tuition Deposit, which is applicable toward tuition only. This Tuition Deposit is non-refundable upon enrollment and will be forfeited if the student decides to transfer out of the University. If the student rejoins the University within twelve (12) months of the the date of last class attendance, the forfeited Tuition Deposit will be applied to tuition. Forfeited Deposit Tuition cannot be applied toward any other charges, such as student health insurance, housing and other non-tuition fees that may remain outstanding for the student.

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

Three options to submit official transcripts:

1. Obtain official copies of transcripts in a sealed (closed) and stamped envelope from the previous institution and hand them to the front desk representative or put them in the drop box at the International Student Help Desk. **Transcripts in envelopes sealed by students will not be accepted.**
2. The previous institution emails official transcripts directly to Webster at transcripts@webster.edu. Include your name and Webster Student ID number when sending.
3. The previous institution mails the official transcripts directly to Webster at the following address:
   Webster University, Office of Admission
   470 East Lockwood Avenue
   St. Louis, MO 63119-3141

Additional Application Requirements

- Additional official documentation may be required depending upon an applicant's program of interest or previous educational background. See program page for details.
- International applicants who will require a student visa must submit a photocopy of the biographical page from their passport.
- **Applying for a visa:** Students requiring a visa to study in the country in which their campus is located will be required to provide additional documentation for the visa process. Visa documentation requirements can vary at international campus locations depending upon the applicant's citizenship status and/or country of origin at the time of acceptance to the University. Applicants should check with the campus they plan to attend for specifics. Students are responsible for applying and obtaining their visa. The University will provide support and guidance during the process and will notify applicants if additional documentation is required to complete the application file. Upon receipt, the University can vouch for student status and any associated charges.
- International students recruited to the U.S. will be required to pay a Tuition Deposit that is applicable only to tuition. If the student rejoins the University within twelve (12) months of the the date of last class attendance, the forfeited Tuition Deposit will be applied to tuition. Forfeited Deposit Tuition cannot be applied toward any other charges such as student health insurance, housing and other non-tuition fees that may remain outstanding for the student.

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

English Language Proficiency

The following methods have been approved for proving English Proficiency for international student applicants:

1. The English proficiency test requirement is waived for TOEFL exempted countries: Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Botswana, Canada (except Quebec), Fiji, Gambia, Ghana, Grenada, Guyana, Ireland, Jamaica, Kenya, Liberia, Malta, Marshall Islands, Mauritius, Micronesia, New Zealand, Nigeria, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and Grenadines, Sierra Leone, Singapore, Solomon Islands, South Africa, St. Helena, Tanzania, Trinidad and Tobago, Uganda, United Kingdom, Zambia and Zimbabwe.
2. Completion of at least one year academic of college-level coursework for undergraduate students at a regionally accredited U.S. institution of higher learning within the last three years. It must be academic coursework that is completed; ESL coursework does not qualify.
3. Completion of at least one semester of graduate-level courses with grades of B or higher at a regionally accredited U.S. institution of higher learning within the last three years. Coursework must be academic; ESL coursework does not qualify.
4. If a student has completed three or more years of study in an English-medium high school or university-level academic program in a country other than ones listed above, he/she may request a waiver.
5. Successful completion of the ELS Language Center's English for Academic Purposes or ELS Language Center Level 112 (must have valid ELS 112 Certificate of Completion).
6. Successful completion of the University of Central Florida's Center for Multilingual Multicultural Studies (CMMS) Intensive English Program (must have valid completion certificate).
7. Successfully meeting the requirements for one of the following tests within the last two years.
   - TOEFL: jBT: 80/4
   - TOEFL: pBT: 550
   - IELTS: Academic: 6.0
   - Duolingo: 120
   - Pearson: 59
   - Cambridge Academic English: 169
   - Password: 6.0
   - jTEP: 3.7
   - SAT's English-based Reading and Writing Score: 450
   - ACT composite score: 23

Appropriate grades on English language subjects of the International Baccalaureate (IB), General Certificate of Education, (GCE) Advanced Levels, or West African Exam Certificate (WAEC) English Language Exams completed within the last two years can be considered in lieu of the proficiency exams.

Webster University reserves the right to require English Proficiency test scores for any applicant.

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

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

ESL Contingent Admission

Some students are academically acceptable to the University but have additional English language proficiency needs that the University believes can be met by taking English as a Second Language (ESL) courses through Webster University or another educational institution with whom the University has an articulation agreement. These students will be accepted on a conditional basis that acknowledges their need to document further work in English. Students admitted on a conditional basis must meet the University's English language proficiency requirements listed above before they can be advanced to candidacy in the graduate program.

English Language Placement Testing

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

For any other questions regarding English proficiency requirements, please contact the Office of Admission at the campus in which you are applying. Additional information on Webster's ESL program can be found at https://www.webster.edu/humanities-social-sciences/esl-english-second-language.php

Application by Non-Degree Seeking Students

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

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

A student may enroll as a non-degree student for up to 6 credit hours. To continue as a non-degree student after the initial 6 credit hours, the student must submit a graduate degree-seeking application at www.webster.edu/apply and all required documents for the program the student is interested in pursuing. See individual program selections in this catalog for requirements.

Admission Appeal Process

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

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

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

Reapplication Requirement

A student who takes a break of enrollment for greater than one year (five terms) must reapply to continue in a degree or certificate program. This includes students readmitted by the Graduate Council following an academic dismissal. A student returning for another program or sequential degree must reapply to the new program.

Enrollment

Technology at Webster

Webster University offers many technology solutions to support students, faculty and staff. In using technology, students are empowered to be equal partners in their academic success. Some of the resources available include:

Connections — the University's intranet portal, providing centralized access to a variety of services. Connections is integrated with a Microsoft Office 365 subscription and is designed to provide relevant and timely information within an interactive and community-driven design.

Microsoft Office 365 — Webster University's subscription gives students, faculty and staff online access to the Microsoft Office applications from nearly any device. Microsoft Office 365 provides productivity and collaboration tools such as Outlook, Word, Excel, PowerPoint and additional storage with OneDrive

Webster Account — to set up a Webster account, students are expected to:

- Register the Connections/Office 365 account using the webster email address as the username and the temporary password provided. For issues logging into the account, contact the IT Service Desk at support@webster.edu
- Set up 2-Factor Authentication via Microsoft Authenticator, a requirement for all users in the Webster Community. The first time setting up 2FA will require using a laptop or desktop computer and having a phone or tablet ready.
- Properly maintain the university's email account in compliance with the University Acceptable Use Policy and appropriately manage disk space usage.
- Regularly check university email account and Connections for official communication, alerts and announcements from Webster University.

Access to Connections/Office 365 services is available for one year after the date of last class attended. Save and back up any information prior to this one-year mark. This includes access to unofficial transcripts. After one year accounts can only be reinstated upon new course of enrollment.

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

MyWebster — user-friendly portal intended for students. Students can access unofficial transcripts, course schedules, search classes and register for classes in the system. Students can access their bill, set up payment plans, and make payments. It is also mobile responsive so students can view and take action on personal devices.

Learning Management System (Canvas) — Canvas is the learning management system for online, hybrid, and live virtual courses and also is used to support many in-person courses. Through Canvas, students access course materials, assignments, grades, and course communications.

For technology support, contact the IT Service Desk:
Email: support@webster.edu
Phone: 314-246-5995 or toll free at 1-866-435-7270.

For all other IT information and updates, visit:
https://websteru.sharepoint.com/sites/Technology

Registration

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

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

Course Load Guidelines

Most graduate courses are 3 credit hours and are offered in 8-week terms (Fall 1 and 2, Spring 1 and 2, and Summer terms) over a 16-week semester. Select programs have courses offered in 9-week terms or 18-week semesters.

Student status is defined as:

- Full-time students are those who enroll in and complete 6 or more credit hours during a 16-week or 18-week semester (Fall or Spring).
- Half-time students are those who enroll in and complete 3-5 credit hours during a 16-week or 18-week semester (Fall or Spring).
- Students are less than half-time if they enroll in and complete fewer than 3 credit hours during a 16-week or 18-week semester (Fall or Spring).

In the Summer session, where one 8- or 9-week term is available, enrolling in and completing 3 credit hours is defined as full-time.

For most graduate students, one of the following options will result in meeting full-time status:

Options	Semester: 16- or 18-weeks (Fall/Spring)	First 8- or 9-week term	Second 8- or 9-week term	Total Credit Hours Enrolled
Option 1	-	One 3-credit course	One 3-credit course	6
Option 2	-	Two 3-credit courses	-	6
Option 3	-	-	Two 3-credit courses	6

Options	Semester: 16- or 18-weeks (Fall/ Spring)	First 8- or 9-week term	Second 8- or 9-week term	Total Credit Hours Enrolled
Option 4	Two 3-credit courses	-	-	6
Option 5	One 3-credit course	-	One 3-credit course	6
Option 6	One 3-credit course	One 3-credit course	-	6

International Students on F-1 Visas: International nonimmigrant (F-1) students must be continuously enrolled full time and on-ground, and can choose Options 1, 4, 5, or 6. Option 3 can be chosen if the second term is the student's initial term of enrollment. Option 2 can be chosen if the first term is the student's last term of enrollment. Students should consult with their advisor to ensure they meet minimum enrollment requirements. If an international nonimmigrant (F-1) graduate student has otherwise met the full-time on-ground enrollment requirement, they may supplement their enrollment with no more than one online class per term.

Financial Aid and Loans: Graduate students should consult with their Financial Aid counselor to ensure they are meeting minimum enrollment requirements for financial aid and/or loan programs.

Course/Credit Hour Overload: A student must receive written authorization to enroll in more than 6 credit hours per term or more than 12 credit hours per semester. Authorization is waived if the following courses are taken with two 3-credit hour courses in one term:

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

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

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

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

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

Requisite Introductory Course

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

If students can demonstrate academic proficiency, a request for a waiver of the introductory requisite course may be made to the academic advisor who will seek approval. Students who are granted a waiver of the introductory requisite course in the declared major may not enroll in that course for elective credit after the initial term. A waiver does not change the credit hours required for completion of the degree.

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

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

Professional Seminars

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

Final Capstone Course

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

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

Graduate Level Courses

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

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

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

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

Add/Drop/Withdraw Procedures

Add

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

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

Drop

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

Changing Sections

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

Withdraw

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

Withdrawals are not allowed after the sixth week of an eight-week or nine-week course or after the twelfth week of a semester course unless there are documented extenuating circumstances. Students should meet with their academic advisor to initiate a review. Late withdrawals are not approved for poor academic performance. Military Students who are issued orders to “perform a period of service” that precludes them from being able to successfully complete the course, may initiate a withdrawal by consulting with their Advisor and submitting a copy of their military orders via the Tuition Appeal Request form. In compliance with Public Law 117-328, any tuition and fees paid for the affected course will be refunded to the appropriate party and non-punitive grade of W (Withdraw) will be assessed.

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

Waitlist

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

Term and Class Schedule

The graduate academic calendar consists of five eight-week or 9-week terms per academic year: Summer, Fall 1, Fall 2, Spring 1 and Spring 2. Most graduate programs follow the 8-week term calendar. The MA in Counseling and Doctor of Nurse Anesthesia (DNAP) degree programs follow the 9-week calendar. Terms at international campuses and some U.S. locations may vary. Some graduate courses may be offered on alternate schedules. Consult the academic calendar and course schedule for details.

Course Attendance

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

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

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

Advancement to Candidacy

Advancement to Candidacy signifies that a student has completed certain academic requirements and is ready to move forward to the next stages of their degree program. Advancement to Candidacy varies by degree program. The degree program page list specific requirements.

Academic Policies

Conduct

Students enrolling in a graduate program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an educational institution. Misconduct in the University setting can take many forms. Misconduct is defined as being any unacceptable or improper action, such as, but not limited to, hazing, sexual misconduct, harassment and alcohol abuse. All forms of misconduct for which students are subject to discipline is outlined in the Student Code of Conduct (https://www.webster.edu/student-handbook/). Students who engage in any misconduct may be subject to disciplinary action or dismissal from the University, as prescribed in the Student Code of Conduct. Academic Deans, Academic Affairs, Public Safety, Student Affairs and other University personnel may be involved in the review of misconduct cases. 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.

Academic Honesty Policy

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

Definitions of Academic Dishonesty

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

- Cheating — Using or attempting to use unauthorized sources, such as crib sheets, electronic sources, stolen exams, study aids in an academic assignment or assessment, or copying or colluding with a fellow student in an effort to improve one's grade.
- Fabrication — Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.
- Plagiarism — Using the works (i.e., words, images, other materials) of another source as one's own words without proper citation in any academic assignment. Plagiarism includes submission (in whole or in part) of any work acquired from a third-party such as (but not limited to) a website or an internet paper clearinghouse. Self-plagiarism — duplication or resubmitting one's own work (in whole or largely unchanged) without acknowledgment or instruction permission in multiple assignments or courses — is also considered a form of plagiarism.
- Facilitating Academic Dishonesty — Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

Disciplinary Actions

In most cases, the instructor will address issues of academic dishonesty within the confines of the student's course. The instructor may decide an appropriate consequence, including the following options: a written warning; a reduced grade, partial credit, or zero on the assignment; requiring the student to repeat the assignment; issuing a failing grade to the student for the course; and/or participation in an academic integrity education program.

If a student receives an unsatisfactory grade (C, F) in a course as a result of academic dishonesty, existing academic policies may lead to a change in academic standing.

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 under Academic Honesty Policies and Procedures.

Students have the right to appeal an academic dishonesty violation by following the Grade Appeal policy.

Credit Hours

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates:

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

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

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

Continuing Enrollment/Break in Enrollment (Leave of Absence)

Students who have not enrolled in Webster University graduate degree coursework for five consecutive terms must enroll for the sixth term or the student will be required to meet the program degree requirements stated in the catalog that is current when the student resumes classes with Webster University. In consultation with their academic advisor, students may request to continue in their previous catalog requirements, if documented evidence is provided to support an unavoidable break in enrollment.

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

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

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

Grading System

A student's performance in each course is determined by a combination of results of assignments, attendance, examinations, and/or other assigned work as described in the course syllabus. Instructors grade students' performance on the letter grade system, which includes Credit/No Credit. Until the final grade is entered by the instructor, students will see WIP (work in progress) on the student record. Graduate students are expected to maintain a GPA of 3.0 or higher.

Letter Grade Systems

Webster University is on a 4-point letter grade system.

Grade	Quality Points	Description
A	4.0	Superior work
A-	3.67	Superior work
B+	3.33	Satisfactory work
B	3.0	Satisfactory work
B-	2.67	Barely satisfactory work
C+	2.33	Barely adequate work
C	2.0	Barely adequate work
F	0.0	Unsatisfactory work
CR	*	Credit awarded; CR is reserved for courses designated by a department, involving internships, a thesis, practicums or specified courses
NC	0.0	No credit; unsatisfactory work (used primarily by the School of Education and for the WSBT 5000 course)
I	*	Incomplete
ZF	0.0	An incomplete which is not completed within two terms of the end of the course; unsatisfactory work
W	*	Withdrew from the course
WV	*	Waived; no credit granted
WF	0.0	Unofficial withdrawal. Student enrolled in the course, did not withdraw and failed to complete course requirements; insufficient completed work to evaluate academic performance.

*Not awarded quality points.

Grade Points and Grade Point Average (GPA)

A total cumulative grade point average (GPA) is calculated and is recorded on the student record. This total cumulative GPA is based on all graded work, including transfer credit, applied toward all graduate degrees. Graduate students are expected to maintain a total cumulative GPA of 3.0 or higher. The Webster University career cumulative GPA only includes coursework taken at Webster University.

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

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

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

Grade Change

A student may discuss any grade with the instructor and may request a course grade change from the instructor. The instructor will review the request and provide their response to the student.

Grade Appeals

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

- The grade is a final course grade.
- The student believes the grade is arbitrary or was assigned for nonacademic reasons.

The steps of a Grade Appeal are:

1. The student must first request the final grade change from the instructor. The request must be in writing (by Webster University email), explaining the basis of the grade appeal. The student may request to meet the instructor to discuss their final grade. After reviewing the student's grade appeal, the instructor will provide the response in writing to the student by email.
2. It is expected that most grade disputes can be resolved between the student and their instructor. If a grade dispute is not resolved directly between the instructor and student, the student may appeal in writing (by Webster University email) to:
    a. The department chair directly, for students on the St. Louis main campus and in online programs.
    b. The campus director, for students at extended international and U.S. campuses. In these cases, the campus director will confer with the department chair. The student should provide the written response from their instructor when referring a grade appeal to a department chair or campus director. The department chair or campus director will discuss the grade appeal with the instructor. The department chair or campus director will communicate the decision to the student and instructor in writing.
3. If the grade dispute is not resolved within three months, or if the student is not satisfied with the response of the chair or campus director, they may appeal the grade to the appropriate academic dean. The student should provide copies of the written responses from #1 and #2 above when referring a grade appeal to the dean. The dean will review the procedures that the instructor used in determining the course grade to determine if the grade was arbitrary or assigned for non-academic reasons. The dean will provide a written response to the student and instructor. The dean's decision is final.

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

Incomplete Process

A grade of Incomplete (I) may be assigned by the instructor in situations where the student has satisfactorily completed major components of the course, and has the ability to finish the remaining work without re-enrolling. The instructor determines the appropriateness of an Incomplete, establishes the remaining requirements and determines a deadline for course completion, not to exceed two terms. These requirements for resolution of an Incomplete are documented with a "course incomplete" form submitted by the instructor to the Registrar's Office.

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

An Incomplete in a course needed for graduation must be officially changed to an appropriate grade prior to the due date for grades for the term the student has petitioned to graduate. Students are responsible for ensuring that all Incompletes have been changed prior to graduation. Once a student graduates, no further grade changes are allowed on the student record.

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

Military students and in some corporate sponsored tuition plans, may have other deadlines or Incomplete stipulations that impact their enrollment and/or tuition reimbursement. These students are responsible for compliance with these third-party requirements.

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

Repeated Courses

Students are not permitted to repeat a course in which a grade of "B" or better is earned; however, a course in which a student earns a grade below "B" may be repeated. Any course within the major in which a student earns a grade below "C" **must** be repeated. Students receiving financial aid should contact the financial aid office for clarification regarding the impact of repeated coursework on financial aid eligibility. A student's enrollment history will document both enrollments and grades, but only the most recent grade will be used for GPA calculation and academic standing. Some courses (e.g. topics courses) are repeatable for credit. These courses will not have the grade replaced as each course grade is earned separately. Exceptions to the policy must be approved by the Dean.

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

Graduate Academic Honors

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

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

Academic Probation and Dismissal

All graduate programs, except MSN and MA in Counseling

Graduate students are expected to maintain a minimum 3.0 total cumulative grade point average in order to achieve satisfactory graduate standing. Satisfactory graduate standing is required to graduate. While students are not permitted to repeat a course in which a grade of "B" or better is earned, a course in which a student earns a grade below "B" may be repeated. Any course within the major in which a student earns a grade below "C" must be repeated. Students receiving financial aid should contact the financial aid office for clarification regarding the impact of repeated coursework on financial aid eligibility.

All graduate level grades are included when calculating a student's total cumulative grade point average with the exception of grades from a repeated course. When a student has repeated a course within the same degree program, only the most recent

grade for the course is included in the total cumulative grade point average calculation.

A student who fails to maintain a total cumulative 3.0 grade point average will be placed on academic probation for the next two terms of enrollment (excluding terms in which the student withdraws from enrollment) during which they must achieve a total cumulative 3.0 grade point average. Failure to achieve a total cumulative 3.0 minimum grade point average by the end of the probationary period will result in dismissal. Students on academic probation who achieve a minimum total cumulative 3.0 grade point average during the probationary period are returned to satisfactory graduate standing.

- Academic Probation — Students are deemed to be on academic probation at the end of any term in which a grade resulting in a total cumulative grade point average below 3.0 is submitted. Formal notice of probation will be provided to each student.
- Academic Dismissal — Students on academic probation who fail to achieve a total cumulative grade point average of at least 3.0 by the end of the probationary period will be dismissed from the University at the end of the term in which the grade resulting in dismissal is submitted. Formal notice of dismissal will be provided to each student. Students who are dismissed cannot enroll or attend classes unless and until they are reinstated or readmitted pursuant to relevant policies. Academic dismissal from a graduate program pursuant to this policy is dismissal from Webster University.

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

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

- Academic Probation — Students who receive a C grade are on probation.
- Academic Dismissal — Students who receive two C grades, an F, a ZF, a WF or an NC are dismissed. Conditional basis students who receives one grade of C or below are dismissed, without further right to appeal for reinstatement, but may apply for readmission after one calendar year from the date of dismissal. Students can also be dismissed from the program for violations of United States criminal codes. Any conduct that is detrimental to the school and/or other students will result in the termination of educational benefits from the Veterans' Administration.

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

Academic Probation and Dismissal for Master of Arts in Counseling

Grades of C+ are exempt from the probation and dismissal policies below.

- Academic Probation — Students who receive one grade of C will be placed on academic probation. Formal notice of probation will be provided to each student.
  This does not apply for a grade of C+
- Academic Dismissal — Students who receive two C grades, an F, a ZF, or a WF will be dismissed at the end of the term in which the grade resulting in dismissal is submitted.

Conditionally admitted students who receive one grade of C or below will be dismissed without further right to appeal for reinstatement. They may apply for readmission after one calendar year from the date of dismissal. Students can also be dismissed from the program for violations of United States criminal codes.

Formal notice of dismissal will be provided to each student. Students who are dismissed cannot enroll or attend classes unless and until they are reinstated or readmitted pursuant to relevant policies. Academic dismissal from the Counseling program pursuant to this policy is dismissal from Webster University.

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

Reinstatement

Students may send a written appeal for reinstatement to the Reinstatement and Readmission Committee, in care of the Office of Academic Affairs. Students are responsible for providing a complete and accurate written statement describing the circumstances that contributed to their poor academic performance. Campus or program directors and faculty are contacted to provide recommendations to the Reinstatement and Readmission Committee. If the Reinstatement and Readmission Committee approves the request, the student will return under probationary status with the requirement to achieve a total cumulative 3.0 GPA within two academic terms. If the Reinstatement and Readmission Committee denies the reinstatement appeal, the student may apply for readmission after one calendar year.

Readmission

- Students may send a written appeal stating the basis for their request for readmission to the Reinstatement and Readmission Committee in care of the Office of Academic Affairs. This applies to students who have been dismissed for over an academic year, or after a reinstatement appeal was denied by the Reinstatement and Readmission Committee. The student is responsible for providing a complete and accurate statement describing the circumstances that contributed to their poor academic performance.
- Two types of dismissal situations that might create grounds for readmission are: 1) the student has a generally good graduate record at Webster University but experiences a work or personal problem that leads to poor performance; or 2) the student's background is weak in a specific area, e.g., accounting, that leads to poor performance in courses in that area or a related area, e.g., finance.
- In the case of a past work or personal problem, students should submit information or documentation that indicates the nature of the original problem and how it has been resolved. In the case of a weak background in a specific area, students should demonstrate the attainment of the necessary knowledge and/or skills to do graduate work at Webster University, such as successful completion of remedial work in the problem area. In either instance, the student might demonstrate the ability to do graduate work by voluntarily taking a standardized test such as the GMAT.
- If the Reinstatement and Readmission Committee approves the request for readmission, the student will return under

probationary status with the requirement to achieve a total cumulative 3.0 GPA within two academic terms. If the Reinstatement and Readmission Committee denies the readmission appeal, the student remains dismissed from the University without further right of appeal.
- Students that have been out of Webster for more than one year that are readmitted must also apply as outlined in the Reapplication Requirement.

Dual Majors

A dual major is two different majors within the same master's degree pursued and earned simultaneously. The two majors cannot be awarded separately or sequentially.

Students may select dual majors from related majors. Dual majors require completion of the requirements in both majors. If the requisite course is waived in either or both majors, a course substitution for the requisite course is not required. The student may receive the degree in the dual majors on completion of the course requirements for the remaining courses.

The following policies apply to dual majors:

- Dual majors may require more than 36 credit hours for completion of the degree if requisite courses are not waived.*
- The dual major should be declared before students have completed six (6) credit hours of coursework to avoid duplication of coursework or the need to take additional classes. Students must meet with their academic advisor to declare the dual major and complete a new program plan.
- Students who have declared dual majors may transfer into the degree program only courses that are equivalent to required courses.
- The counseling MA degree, the MS degree areas, the MBA, the MHA and MPA degree areas are not eligible for the dual major option. Please see the Dual Degrees section for specifically designed options for the MBA, the MHA, the MPA, and select MS and MA degree areas.
- A dual major will receive a single diploma reflecting both areas of concentration.

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

Dual Degrees

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

Dual Degree Options with the Master of Business Administration (MBA)

Requirements for a dual degree with the MBA program generally include the required MBA core courses (27 hours) and the required coursework in the additional degree program, except where noted on the degree program pages. BUSN 5000, if required, will have to be taken as a program prerequisite rather than be counted as an elective.

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

Dual Degree Options with the MBA are:

- MBA/MHA (60 credit hours)
- MBA/MA in Business and Organizational Security Management (51 credit hours)
- MBA/MS in Finance (51 credit hours)
- MBA/MA in Human Resources Management (48 credit hours)
- MBA/MS in Information Technology Management (48 credit hours)
- MBA/MA in Management and Leadership (45 credit hours)
- MBA/MS in Marketing (45 credit hours)
- MBA/MA in Procurement and Acquisitions Management (48 credit hours)

Dual Degree Option: MS in Nursing/Master of Health Administration (MHA)

The MSN/MHA dual degree requires the completion of 60 credit hours consisting of the following: 8 required courses (24 credits) in the MSN program and 12 required courses (36 credits) in the MHA program. A culminating capstone experience consists of 6 credit hours (3 in MHA, 3 in MSN) that combines the HLTH 6000, Integrated Studies in Health Administration and the MSN Practicum in the NURN 5450, Nurse Leader Role II course. For the specific courses required, please see the catalog page for the program.

Upon completion of the 60 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Dual Degree Option: MA in International Relations and Security Studies/MS in Criminal Justice

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

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

Dual Degree Option: MA in International Relations and Security Studies/MS in Cybersecurity Operations

The MA in international relations and security studies/MS in cybersecurity operations dual degree option requires the completion of 54 credit hours, consisting of the following courses: 8 required courses (24 credits) in the cybersecurity operations program; 3 required courses (9 credits) in the national security studies program; 2 elective courses (9 credits) from the cybersecurity operations program and 4 elective chosen from the International Relations or Security Studies track of the MA in International Relations and Security Studies. Finally, students will complete a capstone or thesis (3-6 credits) in national security studies. For the specific courses required, please see the catalog page for either program.

Upon completion of the 54 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Emphasis or Track

Emphasis

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

Track

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

Sequential Master's Degree

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

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

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

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

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

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

Minimum 21 credit hours required for:

- Education and Innovation (MA)
- Reading (MA)

Minimum 24 credit hours required for:

- Teaching English to Speakers of Other Languages (MA)

Minimum 27 credit hours required for:

- Criminal Justice (MS)
- Cybersecurity Operations (MS)
- Environmental Management (MS)
- International Relations and Security Studies (MA)

Minimum 30 credit hours required for:

- Business and Organizational Security Management (MA)
- Human Resources Management (MA)
- Information Technology Management (MA or MS)
- Management and Leadership (MA)
- Master of Public Administration (MPA)
- Migration, Climate Change and the Environment (MA)

Minimum 33 credit hours required for:

- Legal Studies (MA)
- Sustainability Management (MS)

Minimum 36 credit hours required for:

- Master of Health Administration (MHA)

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

Certificate

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

Requirements for Certificates

- Graduate certificates will be a minimum of 12 credit hours.
- All courses to be applied to a certificate program must be completed according to graduate level academic expectations. Some departments may establish a higher overall cumulative grade requirement for specific certificate programs.
- Courses fulfilling the requirements of a certificate program may also be used to satisfy the requirements of a degree program, but may not be used to complete another certificate.
- Transfer credits are not applicable to certificate programs.

Admission and Financial Aid

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

Directed Studies

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

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

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

Internship

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

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

Thesis or Project

Completing a master's thesis or doctoral dissertation is a major undertaking for students and instructors alike. Graduate students electing this option will invest significant time and energy in preparing primary and secondary research that will add to the body of knowledge of their fields of study or they will produce a project of significant original material. Instructors and administrators will review at several stages all applications for this academic choice in order to ensure that the students allowed to pursue this option have proven their ability to succeed in an academically challenging situation of this scope.

Students should review the general guidelines at https://libanswers.webster.edu/dissertations-theses/faq/65085. For specific program information beyond this initial document, please review your program requirements.

Credit by Examination/Prior Learning

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

Transfer of Credit

Transfer credit is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether credit will be accepted by another institution of the student's choice. Webster University, as an accepting institution, allows limited transfer credit toward graduate programs.

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

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

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

- A maximum of 9 credit hours of transfer credit are allowed for students in the MBA and MSN programs and the School of Education MA programs. For detailed information regarding School of Education transfer credit, please see the School of Education section of this catalog. For the MSN program, the course must have been completed within ten years before admission into the program.
- A maximum of 18 credit hours from a graduate counseling program at a university with acceptable accreditation may be accepted toward the MA in counseling. For detailed information regarding course transfer policies into the MA in counseling, please see the Transfer Policies section on the MA in counseling degree page in this catalog.

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

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

The following considerations are also a factor:

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

Transfer credit is restricted to the following:

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

Core Course Substitution

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

For School of Education majors, the course(s) may not be older than five years. Students who plan to substitute education in-

service courses into their program should refer to School of Education policies.

Petition/Graduation Requirements

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

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

Transcripts

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

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

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

Diploma

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

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

College of Humanities and Social Sciences

Departments

- **Social Sciences,** David Pennington, chair
  Anne Geraghty Rathert, associate chair

Institutes

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

Elsa Fan, interim dean

College of Humanities and Social Sciences website (external to catalog)

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

Mission Statement

The College of Humanities and Social Sciences will embrace the shared values of our disciplines: free inquiry and debate; equity and justice; academic and intellectual rigor and integrity; intense curiosity and the pursuit of truth. We will collaborate actively among colleges, among departments, and with the students and the communities we serve. We will teach and learn in a spirit and practice that is broad-minded, radically inclusive, utterly respectful, and grounded in critical and humane thought. We will honor knowledge for its own sake and for its ability to make change in the world. We will assert our values, our methods, our standards, and our ideas. We believe that the Humanities and Social Sciences are the foundation of good citizenship and good stewardship, locally, nationally, and globally.

Graduate Degrees

- Criminal Justice (MS)
  Dual Degree Option:
  MA in International Relations and Security Studies/MS in Criminal Justice
- International Relations (MA)
  offered only in The Republic of Georgia
- International Relations and Security Studies (MA)
  Dual Degree Options:
  MA in International Relations and Security Studies/MS in Criminal Justice
  MA in International Relations and Security Studies/MS in Cybersecurity Operations
- Legal Studies (MA)

Graduate Certificates

- International and Nongovernmental Organizations
- International and Regional Security
- Paralegal Studies

College of Science and Health

Departments

- **Natural Sciences and Mathematics,** Andrew Elvington, Chair
- **Advanced Clinical Sciences,** Vicki Callan, Chair
- **Nursing,** Jody Spiess, Chair
- **Professional Counseling,** Melissa Spriggs, Chair
- **Psychology,** Morgan Grotewiel, Chair

Mary Lai Preuss, Interim Dean

College of Science and Health website (external to catalog)

Please refer to the Accreditations section of this catalog for specialized accreditations that may apply to programs in the College of Science and Health.

Mission Statement

Science is the foundation of our understanding of the natural and physical world that sustains us, life on our planet, and of humanity's efforts to promote health in the body, mind, and spirit for all persons and peoples. The science and health disciplines in our college directly contribute to healthy groups, organizations, and communities across cultural contexts and within sustainable natural environments. Through interprofessional collaborations, the College of Science and Health facilitates high-impact educational and professional experiences that develop global citizens whose work promotes the advancement of science and holistic health, healing and well-being of persons and peoples, and strives toward a healthier natural world in ways that are equitable, inclusive, accessible, and sustainable.

Graduate Degrees

- Counseling (MA)
  - Emphasis in Clinical Mental Health Counseling
  - Emphasis in Community Counseling (*available only in Geneva*)
- Doctor of Nurse Anesthesia Practice (DNAP) with an emphasis in Health Administration
- Environmental Management (MS)
- Nursing (MSN)
  Dual Degree Option:
  MSN/MHA
- Psychology (MA) with an Emphasis in Counseling Psychology (*available only in Vienna, Athens and Leiden*)

Graduate Certificates

- Healthcare Leadership*(available only in Geneva)*

George Herbert Walker School of Business & Technology

Departments

- **Business**, Elizabeth Risik, chair
- **Management**, Eric Rhiney, chair
- **Computer and Information Sciences**, Willie Rivers, chair

Sam Dotson, dean

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

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

Mission

To prepare students for career success in an increasingly globally integrated business and technological economy utilizing a student-centered, real-world approach.

Vision

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

Values

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

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

Potential - Every individual has the potential to succeed.

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

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

Graduate Degrees

- Business Analytics (MS)
- Business and Organizational Security Management (MA)
  Dual Degree Option:
  MBA/MA in Business and Organizational Security Management
- Computer Science with Artificial Intelligence (MS)
  This degree is currently not accepting new applications.
- Cybersecurity (MS) with an emphasis in Artificial Intelligence
- Cybersecurity (MS) with an emphasis in Data Analytics
- Cybersecurity Operations (MS)
  Dual Degree Option:
  MA in International Relations and Security Studies/MS in Cybersecurity Operations
- Data Analytics (MS)
- Finance (MS)
  Dual Degree Option:
  MBA/MS in Finance
- Health Care Management (MA)
- Human Resources Management (MA)
  Dual Degree Option:
  MBA/MA in Human Resources Management
- Information Technology Management (MA)
- Information Technology Management (MS)
  Dual Degree Option:
  MBA/MS in Information Technology Management
- Management and Leadership (MA)
  Dual Degree Option:
  MBA/MA in Management and Leadership
- Marketing (MS)
  Dual Degree Option:
  MBA/MS in Marketing
- Master of Business Administration (MBA)
  Dual Degree Options:
  MBA/MHA
  MBA/MA in Business and Organizational Security Management
  MBA/MS in Finance
  MBA/MA in Human Resources Management
  MBA/MS in Information Technology Management
  MBA/MA in Management and Leadership
  MBA/MS in Marketing
  MBA/MA in Procurement and Acquisitions Management
- Master of Health Administration (MHA)
  Dual Degree Option:
  MBA/MHA
  MSN/MHA
- Master of Public Administration (MPA)
- Procurement and Acquisitions Management (MA)
  Dual Degree Option:
  MBA/MA in Procurement and Acquisitions Management
- Supply Chain Management (MS)
- Sustainability Management (MS)
- Talent Development and Training (MA)

Graduate Certificates

- Cybersecurity - Information Assurance
- Cybersecurity - Threat Detection
- Digital Marketing Management
- Government Contracting
- Oil and Gas
  available only in Athens
- Project Management

School of Communications

Departments

- **Audio Aesthetics and Technology**, Carl Nappa, chair
- **Communications and Journalism**, TBD, chair
- **Media Arts**, Julia Griffey, chair

Aaron AuBuchon, interim dean

School of Communications website (external to catalog)

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

Mission Statement

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

Students:

- Learn current and emerging theoretical, technical, creative and managerial aspects of communications;
- Become aware of the aesthetic, historical, social, ethical and global aspects of communications;
- Prepare to be future industry leaders, professionals and knowledgeable consumers who can improve all aspects of communications;
- Become lifelong learners of evolving communications technologies in this rapidly changing field of study.

The School of Communications houses and supports:

- The Kooyumjian Gallery, a nonprofit gallery dedicated to photography and media arts presenting numerous exhibitions annually featuring works of student, local, national and international photographers complimented by hosting the photographers on campus
- The Webster University Film Series, a comprehensive alternative film series allowing students, faculty, and community members to view independent features and documentaries, avant-garde films, animation, retrospectives, and short works and offering filmmaking workshops to students and the community;
- Award winning student media, including *The Journal* newspaper and Ampersand magazine.
- An Audio Engineering Society student chapter, host of the annual Central Region Audio Student Summit
- Kinematifest, an annual festival of student animations, films, games and video productions.
- Various student clubs dedicated to many aspects of communications and media including advertising, filmmaking, animation, game play and design, and others.

Graduate Degree

The School of Communications offers the master of arts (MA) in the following areas:

- Strategic Communications (MA)

School of Education

Departments

- **Education Department**, Basiyr Rodney, chair

Institute

- **Global English Language Teaching Institute**, DJ Kaiser, director

Stephanie Mahfood, dean

School of Education website (external to catalog)

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

- Mission/Vision
- Assessment Policy of the School of Education
- Programs
- Program Description
- General Requirements
- Advanced Missouri Teacher Certification
- Sequential Master's Degree
- Independent Study
- School of Education Graduate Alumni Discount
- Credit by Examination
- The Beatrice and David Kornblum Institute for Teaching Excellence

Mission Statement

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

Vision

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

Assessment Policy of School of Education

Programs in the School of Education utilize program assessment plans to evaluate and promote student achievement of specific learning outcomes, assess program curriculum, and align with state and national accreditation requirements.

Programs

Graduate Degree Programs

- Applied Behavior Analysis (MA)
- Education and Innovation (MA)
- Reading (MA)
- Teaching English to Speakers of Other Languages (MA)

Post-Master's Programs

- Doctor of Education (EdD) in Transformative Learning in the Global Community

Certificates

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

- AI Assisted Learning and Instruction
- Applied Behavior Analysis
- Applied Behavior Analysis and Organizational Behavior Management
- Dyslexia and the Science of Reading
- International Teaching
- Teaching English as a Foreign Languages

Program Description

MA

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

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

EdD

The Doctor of Education (EdD) in Transformative Learning in the Global Community program at Webster University is a terminal degree for students who aspire to become leaders, researchers and scholars in educational settings. It is designed for preparing well-rounded scholar-practitioners who have the passion and competence to make a difference in this world. Through coursework, research, service learning, doctoral apprenticeship and socialization with faculty mentor and peers, students develop a comprehensive network and supportive system for completing the milestones in the program. Students also build and share their expertise as a cohort to become visionary leaders in today's world.

General Requirements

School of Education graduate degrees require the satisfactory completion of 30-60 (depending on whether certification is included) credit hours of appropriate graduate-level courses with a B average or the equivalent and completion of requirements for a major. Credits may also be gained through credit by examination, directed study, independent study, and transfer of credit.

Acceptance

MA

A final degree conferred grade point average of 2.5 or higher is required for acceptance into an MA 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.

EdD

A completed admission file includes information on professional experience and the academic transcripts of the applicant's undergraduate and graduate degree work. The applicant's academic record (evidence of a bachelor's and a master's degree) and letter(s) of recommendation which attest to the applicant's ability to complete the program are evaluated to determine if the applicant will be accepted.

An overall minimum cumulative graduate grade point average of 3.0 is required for admission into an EdD program. Applicants to the EdD program may be interviewed as part of the admission requirements.

For the full list of admission requirements for an EdD degree, please refer to the program's section in this catalog.

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

Advancement to Doctoral Candidacy

Doctoral students who completed all coursework requirements before taking EDOC 8000, EDOC 8003 or the EDOC 8001-8002 sequence will take the comprehensive examination in the course EDOC 7902. Students who have passed the comprehensive examination will earn the status of doctoral candidacy. Students not advanced to doctoral candidacy are not eligible to continue in their programs. Advancement to candidacy indicates that a student shows the requisite capacity and dedication to complete the program.

Continuous Enrollment

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

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

Transfer of Credit

MA

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

Advanced Missouri Teacher Certification

A student who holds Missouri initial teaching certification and is interested in an add-on certification in Special Reading K-12 may pursue this add-on certifications with the MA in Reading program. Contact the School of Education Office at soe@webster.edu for information.

Sequential Master's Degree in the School of Education

- A student who holds an MA, MAT, or MET from Webster's School of Education may earn a sequential MA by completing the required courses (ranging from 21 to 27 credit hours depending on the sequential program) detailed in the declared major curriculum.
- A student who holds a master's or doctoral degree in an education related field from another regionally accredited college or university may earn a sequential MA by completing the required core courses (ranging from 21 to 27 credit hours depending on the sequential degree program) detailed in the declared major curriculum.
- No transfer of credit may be applied toward the minimum required courses.
- If a student has completed any required courses as part of a previous Webster University master's degree, approval for substitute coursework must be requested and approved prior to enrollment.
- Any student with a non-education master's degree representing any other discipline outside of the field of education must have the approval of the Dean before beginning or enrolling in any sequential master's program in the School of Education. For more information contact the School of Education at 314-246-8007 or soe@webster.edu.

Independent Study

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

School of Education Graduate Alumni Discount

Alumni of the School of Education's graduate programs (MA, MAT or MET) may apply for a special tuition discount toward eligible graduate courses. The discount is subject to application approval and is limited to a lifetime maximum of 12 credit hours. For more information about the discount, contact the School of Education or visit the school's site in Connections 2.0.

Credit by Examination

To achieve initial or advanced teaching certification in the State of Missouri, a clinical component of Practicum and/or Apprentice

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

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

The Beatrice and David Kornblum Institute for Teaching Excellence

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

Kornblum Scholar Program

The Institute makes scholarships available to candidates working with or aspiring to work with students from low-income districts having diverse populations. Funding is limited so early application is encouraged. For more information about the scholar program, contact the School of Education or visit the school's site in Connections 2.0.

Faculty

Adjunct faculty are assigned the title of adjunct professor.

Adjunct faculty can be characterized as follows:

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

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

U.S. Campuses

Missouri

- Aaron, Christopher J., BA, Louisiana State University, 2003; MFA, Syracuse University, 2007
- Ackerman, Kenneth George, Jr., BS, University Maryland Global Campus, 2007; MA, Webster University, 2013
- Adamgbo, Anthony, BA, University Missouri/St. Louis, 2007; MA, Webster University, 2009; MHA, Webster University, 2011; DPHL, Benedictine University, 2018
- Adams, Catherine C., BFA, Webster University, 2021
- Adams, Thesina, BS, Florida A&M University, 1993; MBA, Lindenwood University, 2000
- Adebiaye, Richmond, BS, Lagos State University, 1998; MS, Lewis University, 2007; PhD, Robert Morris University Illinois, 2010
- Adesman, Marisa Romano, BFA, Washington University, 2013; MFA, Rhode Island School Design, 2018
- Agutu, Kennedy Onyango, BS, Webster University, 2011; MA, Webster University, 2013; MS, Webster University, 2017
- Ahearn, James, BA, St. Louis University, 2010; BA St. Louis University, 2010; JD, St. Louis University, 2013; MA, St. Louis University, 2014; MED, University Missouri/St. Louis, 2015
- Ahmad Rabiu, Rabiu, BA, American University Nigeria, 2009; MS, Webster University, 2013
- Ahmad, Shazia I., BA, University Kansas, 2002; MA, University London, 2004; PhD, University London, 2015
- Ahmadi Dehrashid, Karo, BFA, Univ of Applied Science & Technology, 2017; MFA, Iowa State University, 2021
- Ahmed, Mohammed R., BA, California State University Los Angeles, 1980; MBA, California State University Los
- Angeles, 1986; DBA, Nova Southeastern University, 1993
- Akpan, Etido Oliver, BBA, Freed-Hardeman University, 1995; MBA, Union University, 2001; DBA, Argosy University, 2004; DBA, University Tasmania, 2004; MA, Webster University,2016
- Akpo, Evans Igho, BA, Webster University, 2012; MA, Webster University, 2013; EDD, Houston Baptist University, 2021
- Allen, Sherrita, BA, Missouri State University, 2000; MA, Webster University, 2015
- Allison, Kyle Patrick, BA, University North Texas; DBA, California Intercontinental University; MBA, Amber University, 2012
- Altrogge, Virginia Ellen, BS, Southeast Missouri State University, 1970; MA, Southeast Missouri State University, 1978; EDS, Southeast Missouri State University, 1996; EDD, St. Louis University, 1996
- Amaria, Pesi J., MS, University Birmingham, 1968; PhD, University Birmingham, 1975
- Ames, Darrell D, Jr., BSOE Wayland Baptist University, 1994; MS, University Oklahoma, 2002
- Amick, Rachael Isabelle, BJ, University Missouri/Columbia, 2012; MSED, Indiana University Bloomington, 2014
- Amos, Randall M., BA, Wichita State University, 1977; MBA, Wichita State University, 1994
- Anders, Kristina, BA, Belmont University, 2000; MA, New School Social Research, 2007; MSW, Washington University, 2014
- Anderson Morton, Kristen Layne, BA, South Dakota State University, 2002; MA, University Iowa, 2003; PhD, University Iowa, 2009
- Anderson, Alicia M, BS, Empire State College, 2005; MS, University Wisconsin Madison, 2006; MS, Capella University, 2009; PhD, Capella University, 2016
- Anderson, April Dickey, BBA, University Cincinnati, 1988; MA, Michigan State University, 1989; MS, Northern Illinois University, 1993
- Anderson, Dametrice Fransha, BSED, University Arkansas Fayetteville, 2004; MBA, Harding University, 2005
- Antley, Barbara Colson, BS, The Citadel, 2007; MBA, The Citadel, 2012
- Antoine, Bryant, BS, Suffolk University, 2013; MS, St. Louis University, 2019
- Antoniou, George, BS, New York University, 1987; BS, New York University, 1988; MS, Nova Southeastern University, 2005; PhD, Nova Southeastern University, 2015
- Applegate, Lindsey Christine, BS, Truman State University, 2017
- Arango-Arterburn, Adriana, BBA, Institute of the Assumption, 1993; MIM, University Saint Thomas, 2002
- Arcipowski, Erin Kathleen, BS, Truman State University, 2009; BS, Barnes-Jewish College/Goldfarb School Nursing, 2010; PhD, University Tennessee Knoxville, 2020
- Ardekani, Shervin, BA, St. Louis University, 1999; MSW, St. Louis University, 2002
- Arens, Kerry Elizabeth, BA, Miami University Oxford, 1995; MAT, Webster University, 2001; EDD, Maryville University of St. Louis, 2015; MED, Maryville University of St. Louis, 2021
- Arias Rueda, Ruben Angel, BA, University of Basque Country, 2008; MED, University Navarra, 2008; MAS, University of Basque Country, 2010; PhD, University of Basque Country, 2017
- Armbruster, Karla, BA, Miami University Oxford, 1985; MA, Ohio State University, 1989; PhD, Ohio State University, 1996
- Arnold, Jeanne Marie, BS, Missouri Baptist University, 1995; MBA, Webster University, 1998; DMGT, Webster University, 2019
- Ashford, James T., BS, Webster University, 2011; MS, Webster University, 2012
- Ashogbon, Adewale Daniel, BS, University Benin, 2007; MS, University Lagos, 2013; PhD, Northcentral University, 2021
- Assner-Alvey, Robin Heather, BFA, University Connecticut, 2000; MFA, Ohio State University, 2002
- Astuto, Angela Marie, BA, Maryville University of St. Louis, 1997; MAT, Webster University, 2003
- Atkins, Brian, BA, California State University Fullerton, 1983; MS, West Coast University, 1987
- AuBuchon, Aaron A., BA, Webster University, 2002; MA, Webster University, 2005
- Awada, Jeffrey J., BFA, Emerson College, 1993; MFA, University Pittsburgh Greensburg, 2006
- Ayllon, Robert B., BA, William Jewell College, 1983; MM, Southern Illinois University/Edwardsville, 2007
- Baca Mejia, William, BA, Universidad Del Norte, 2007; MA, University Missouri/Kansas City, 2012
- Badell, Christopher

- Badra, Mazen S., BA, Birzeit University, 1981; MBA, Amber University, 1985; DMGT, Colorado Technical University, 2014
- Badrinarayan, Amarnath, MBA, Walden University
- Baebler, Barrett Jeffrey, BSBA, University Missouri/Columbia, 1976; MA, Webster University, 1993; DMgt, Webster University, 2006
- Bagwill, Bryce R., BS, Ball State University, 1991
- Bailey, Courtney, PhD, Baylor University, 2015
- Bailey, Martha B., AB, Ohio University, 1983; MA, University Maryland/Baltimore, 1988; PhD, University Maryland/Baltimore, 1992
- Bajah, Jeff T., BS, Obafemi Awolowo University, 2002; MBA, Kaplan University, 2010; EDD, California Lutheran University, 2016; MS, California Lutheran University, 2017
- Baken, Mary Elizabeth, BA, Webster University, 1990; MFA, University Arkansas Fayetteville, 1996; MA, University Missouri/St. Louis, 2014
- Balcome, Sharon Vinson, BS, Virginia Commonwealth University, 1969; MAED, Western Carolina University, 1973; PhD, University South Carolina, 1992
- Baldeon, Natalie Denyse, BA, University Texas Arlington, 2003; BS, University Texas Arlington, 2003; MA, University Texas Arlington, 2006
- Balderas, Maria, BA, University Texas Arlington, 2003; BS, University Texas Arlington, 2003; MA, University Texas Arlington, 2006
- Band, Jennie Purvis, BSED, University South Carolina, 1969; MM, Florida State University, 1971; MED, University Georgia Athens, 1974; PhD, University South Carolina, 1996
- Banks, Rhoda Delaine, BA, Lindenwood University, 2000; MA, Webster University, 2004; bMHA, Webster University, 2008
- Bantu, Vince Lee, PhD, Catholic University America, 2015; MA, Catholic University America, 2012; THM,
- Princeton Theological Seminary, 2009; MDIV, Gordon-Conwell Theological Semin, 2008; BA, Wheaton College, 2005
- Barbre, Mark Adam, BA, Webster University, 2003; MAT, Webster University, 2006
- Barclay, Robert Douglas, BA, St. Leo College, 2009; MPM, Washington University, 2011, MS, Missouri University of Science and Technology, 2014
- Bardenheier, Richard Kyle, BS, Webster University 2009; BA, Webster University, 2009; MBA, Webster University, 2021; MS, Webster University 2024
- Barekzai, Sarah, BS, Western Governors University 2018; MED, Western Governors University 2018
- Barkman, Thomas Dean, BA, University Denver, 1976
- Batie, James L., BA, Columbia College, 1999; EDD, Nova Southeastern University 2009; MS, Troy University, 2001; CEMB, Strayer University, 2016
- Battaglia, Julie Anne, BA, Oklahoma City University, 2007; MM, Rider University, 2024
- Battles, Joanna K., BFA, New York University, 2000; MFA, Brown University, 2005
- Bauer, Jenna Suzanne, BFA, Webster University, 2000; MA, Hunter College, 2014
- Baxter, Michael Robert, BFA, Webster University, 2009
- Bayless, Robert Marion, Jr., BS, Moorhead State University, 1978; MS, University Southern California, 1981
- Beavers, Glenn Kevin, BA, University Cincinnati, 1985; MA, Webster University, 2003
- Becker, Robert Andrew, AB, Gonzaga University, 1969; MA, Webster University, 1996
- Beckmann, Mary Gerard, BA, Western Illinois University, 1999; MAT, Webster University, 2001; EDd, Walden University, 2008
- Bell, Merlin Lorenzo, MA, Fontbonne University, 2017; BA, Denison University, 2015
- Bellomo, Jessica Ann, BA, Saint Louis University, 2006; MA, Webster University, 2011
- Belo, Dani, PhD, Carleton University, 2021
- Belotserkovsky, Raisa, BA, Minsk Special Music School, 1967; BA, Minsk State University, 1971; MAED, Washington University, 1997
- Benshoof, Leah Dawn, BA, North Central College, 1999
- Bensie, Dennis Milam, BA, Southern Illinois University/Car, 1988
- Bentley, Kathryn A., MFA, Lindenwood University, 2006; BA, Southern Illinois University/Edw, 1992
- Benton, Melissa Joy, BA, Webster University, 2007; MA, Webster University, 2009
- Bercovitz, Neil R., BS, Northern Illinois University, 1974; MBA, Depaul University, 1978
- Bergfeld, Garrett R., BS, Southeast Missouri State University, 1972; PhD, Saint Louis University, 1989
- Berlinberg, Cheris Kline, BA, University Colorado Boulder; MS, Saint Josephs University
- Berry, Jeffrey Cloud, BS, Webster University, 2013; BA, Webster University, 2013; MS, Washington University, 2015
- Berry, Jennifer Kaye, BS, Southern Illinois University/Edw, 1995; MBA, Saint Louis University, 2004
- Bertolino, Robert A., PhD, Saint Louis University, 1998; MED, University Missouri/St Louis, 1993; BS, University Missouri/St Louis, 1991
- Bhatti, Safeer Tariq, EDS, George Washington University, 2020; PhD, Nova Southeastern University, 2014; BA, Villanova University, 2005; MA, Arcadia University, 2008; MA, University Pennsylvania, 2008
- Bica, Nicolae Lucian, BM, Harid Conservatory The, 1999; MM, Webster University, 2001
- Bickle, Michael Andrew, MS, University Maryland/Baltimore; BS, University Maryland College Park, 2013; DBA, University Maryland College Park, 2026
- Bielecki, Robert J., BS, Wilkes University, 1981; MBA, Webster University, 2009; MA, Webster University, 2014
- Bierlich, Afton, BS, Webster University, 2018; MSc, Ludwig-Maximilians University, 2020
- Biffignani, Michael J., MENG, Pennsylvania State University, 2015; BSEE, Missouri University of Science and Technology, 1979
- Biggs, Hubert Wayne II, BA, Missouri University of Science and Technology, 1987; MA, University Missouri/Columbia, 1993
- Binnings, Thomas Lyon, BA, Colorado College, 1979; MBA, Dartmouth College, 1983
- Biolchini, Paul D., BA, University Illinois Urbana-Champ, 1974; MS, University Illinois Urbana-Champ, 1976; MBA, Maryville University of St Louis, 1992; BS, University Illinois Urbana-Champ, 1974;
- Biscuitwala, Chetna, BS, Webster University, 1999; MHA, Webster University, 2017
- Biscuitwala, Dipak Kishorlal, BENG, Maharaja Sayajirao University of Baroda, 1987; MS, Southern Illinois University/Edw, 1996; MS, Webster University, 2002; MBA, Webster University, 2008
- Bishop, Courtney, BS, Columbia Southern University, 2014; MA, Webster University
- Bishop, Melissa Ruth, BM, Webster University, 1993; MM, Kansas State University, 1995
- Bitner, Jay Austin, BSED, Shippensburg University Penn, 1964; MA, Ball State University, 1969
- Black, David Alan, BM, Webster University, 1989
- Blackwell, Heather, BMed, Webster University, 2018; MA, University of Missouri-Kansas City, 2022
- Blair, Douglas Aughanbaugh, BAS, Cornell University, 1989; JD, Indiana University Bloomington, 1992; MHA, Saint Louis University, 1999; MHA, Webster University, 2014; MBA, Webster University, 2018

- Bogosian, Ahzad Hriar, BFA, Fontbonne University, 1974; MFA, Fontbonne University, 1988;
- Bohus, Juraj, BA, Academy Music, 1995; MA, Southern Illinois University/Car, 1997; MFA, Southern Illinois University/Car, 2002
- Boland, Michael J., BS, Rockhurst University, 1980; MBA, University Missouri/Columbia, 1982
- Bond, Jennifer, MA, Truman State University, 2011; BA, Truman State University, 2010
- Bonfiglio, William, BA, Vanderbilt University, 2012; MA, Washington University, 2023; MA, Washington University, 2019;
- Boone, Vanecia J., MFA, University Nevada Las Vegas, 2013; BFA, North Carolina Agriculture & Technology State University, 2010
- Boutros, Mary Youssef, MS, Case Western Reserve University, 2003; MS, John Carroll University, 2000; BS, American University Cairo, 1992
- Bowman, David L., BS, University Missouri/Columbia, 1966; MA, University Missouri/Columbia, 1967
- Bowman, Dick L. II, BS, Pennsylvania State University, 1969; MBA, University Utah, 1976
- Bowman, Willie Dell C., BS, Drury University, 1981; MSA, Central Michigan University, 1992; MS, National Defense University, 2001
- Boyce, Brenda K., BS, Quincy University, 1980; BS, Quincy University, 1980; MS, University Missouri/St Louis, 1989
- Boyd, Kara N., BS, Southern Illinois University/Edw, 1999; MA, Southern Illinois University/Edw, 2000; MBA, Webster University, 2006
- Boyd, Kirven, MFA, Hollins University, 2018
- Boyd, Michael Biscoe, BA, Jacksonville University, 1971; MBA, University North Florida, 1979; BA, University Saint Thomas, 1968; MBA, University Saint Thomas, 1979; DMGT, Colorado Technical University, 2013
- Boyer-Edwards, Stephen James, BFA, Washington University, 1987
- Bracciale, Marie Theresa, MA, John F Kennedy University, 1987; BS, University Florida, 1980; PhD, University Florida, 2004
- Bradford, Josette Elan, PhD, Southern Illinois University/ Car, 2016; MS, Southern Illinois University/Car, 1997; BS, Southern Illinois University/Edw, 1994
- Bradley, Donna Osborne, JD, Howard University, 1981; MS, Columbia College, 2011; BA, Brown University, 1978; BRED, Union Theological Seminary, 2011; PhD, Capella University, 2016
- Brady, Michael Edward, BA, Calif State University Long Beach, 1975; MA, Calif State University Long Beach, 1977; PhD, University Calif Riverside, 1983; PhD, Southern Illinois University/Car, 2013; MA, Boston College, 2008; BA, University Mass Boston, 2005
- Brandt, Elizabeth Andrus, BA, Kenyon College, 2003; MFA, University Illinois Urbana-Champ, 2012
- Brashares, Delbert Claude, BS, Bowling Green State University, 1979; MS, Troy State University Montgomery, 1981; MS, University Southern Mississippi, 1987
- Bratic, Deyan Gregory, BA, Webster University, 2006; MM, Webster University, 2011
- Breault, Michael T., BS, Rensselaer Poly Inst, 1980; MS, American College of Education
- Bremer, Monica Newsam, MAED, Lindenwood University, 2003
- Brenner, Madeline Aubree, BA, Webster University, 2012
- Bridges, Duane Lee, BM, Webster University, 2003; MM, Webster University, 2006
- Brinck, Anna, PhD, University of Georgia, 2023
- Brink, Benjamin McAlester, BS, Stanford University, 1980; MS, Stanford University, 1980; MBA, Harvard University, 1982; MSS, Army War College Corres Program, 2006
- Brittain, Thomas, BS, Western Governors University, 2019; MBA, Western Governors University, 2022
- Broeder, Jennifer L, BS, Southern Illinois University/Edw, 1980; MSN, Saint Louis University, 1985; PhD, Saint Louis University, 2003
- Brooks, Hunter M., MSA, Southern Illinois University/Edw, 2020; BSBA, Southern Illinois University/Edw, 2018
- Brown Billhymer, Jessica Z, BA, Northeastern University, 1973; MA, Webster University, 1999
- Brown, Carolyn Ilene, BGS, University Missouri/St Louis, 1993; MA, University Missouri/St Louis, 1995; PhD, University Missouri/St Louis, 2012
- Brown, Earl Otis, BS, Missouri University of Science and Technology, 1990; MA, University Missouri/Columbia, 1992
- Brown, Jennifer Ann, MA, University Southern California, 2012; BS, University Kansas, 2002
- Brown, Patricia, BBA, Tennessee State University, 2000; MED, University of Missouri-Columbia, 2006
- Brown-Kennerly, Victoria Lynn, BS, University Michigan/Ann Arbor, 1993; PhD, Emory University, 2001
- Bruce, Madeline Jordan, BA, Knox College, 2017; MS, Saint Louis University, 2020; PhD, Saint Louis University, 2023
- Bruce, Racheal, BFA, Webster University, 2019; MFA, Washington University, 2021
- Brueckner, Renee Marie, BS, Murray State University, 1984; MA, Webster University, 2013; GCRT, Webster University, 2020
- Bruns, Kyle, BA, Western Illinois University, 2007; MA, Webster University, 2019
- Bryan Williams, Pamela L., MSED, Southern Illinois University/Car, 1999; BS, McKendree University, 1994
- Bryant, Paula P., BSA, University Missouri/St Louis, 1980; JD, Saint Louis University, 1983
- Buckalew, Lee Bradley, BFA, Webster University, 1992
- Bufe, Mary E., BA, Quincy University, 1983; AM, Washington University, 1985
- Bumpers, Erica L., BS, Harris-Stowe State University, 1997; MA, University Missouri/Kansas City, 2000; EDS, University Missouri/Kansas City, 2001; PhD, Illinois State University, 2006
- Burke, Madeline, MA, Ball State University, 2015; BA, Maryville University of St Louis, 2021
- Burton, Matthew Wesley, BS, Maryville University of St Louis, 2013
- Butler, Cora Marie, JD, University Missouri/Columbia, 1996; BS, University Missouri/Columbia, 1989
- Button, Catherine Molnar, JD, University Missouri/Columbia, 1996; BS, University Missouri/Columbia, 1989
- Byrne, Thomas James, BM, Webster University, 1994; MM, Webster University, 2003
- Cables, Ericka Renee, BS, Harris-Stowe State University, 2007; MA, Missouri Baptist University, 2013; PhD, University Missouri/St Louis, 2022
- Cacciatore, Tara Webbe Filomena, BFA, Webster University, 2009
- Calderwood, Brent A., BHS, Governors State University, 1981; MS, National-Louis University, 1984; MA, Naval War College, 2002
- Caldwell, Maura Elizabeth, BA, Webster University, 2007; MA, Webster University, 2010
- Caldwell, Scott Alan, BA, Central Methodist University, 1996; MED, University Missouri/St Louis, 2010; MA, University Missouri/St Louis, 2014
- Callan, Vicki Coopmans, MS, Albany Medical Centr, 1996; PhD, Virginia Commonwealth University, 2005
- Callaway, Justine Renee, BA, Webster University, 2018; MA, Webster University, 2020
- Cam, Yonca, BA, San Diego State University, 2018; MS, Illinois State University, 2021; PhD, University of Missouri-Columbia, 2025

- Campbell, Donna Marie, PhD, Carleton University, 1977; BA, University Toronto, 1968; MA, University Toronto, 1969
- Campbell, Lisa Ann, BM, Southern Illinois University/Edw, 1987; MM, Webster University, 1991
- Canning, Dwight D., BSBA, University Missouri/St Louis, 1982; MBA, Maryville University of St Louis, 2002
- Carlin, Dorothy L., MBA, Washington University, 2019; BA, Drake University, 1997
- Carlsson, Christiane, MA, Cologne University, 1992
- Carnes, Barbara Gail, BA, University Missouri/Kansas City, 1970; MPA, University Missouri/Kansas City, 1979; PhD, Fielding Graduate University, 1993
- Carr, Ronald William, Sr., BFA, Missouri State University, 1972; MAT, Webster University, 1984
- Carroll, Amy Michelle, BS, Missouri State University, 2001; MA, Missouri State University, 2003
- Carroll, Ryan Thomas, BA, Saint Louis University, 2005; MA, Webster University, 2011
- Carter, Jeffrey Richard, BA, Southwest Baptist University, 1983; MA, University of Central Missouri, 1996; DMA, University Kansas, 2000
- Caskey, Lauren Marzella, BA, Grinnell College, 2013; MA, Webster University, 2016
- Cassani, Alexis Renee, MA, University Missouri/St Louis, 2022; BA, Augustana College Illinois, 2020
- Cauthen, Delores, BS, University South Carolina, 1975; MED, University South Carolina, 1976; PhD, Walden University, 1993
- Cernik, Joseph A., PhD, New York University, 1982; MA, New York University, 1972; MBA, Lindenwood University, 1996; BA, Adelphi University, 1971
- Chakaryan, Hasmik, MA, Cincinnati Bible Seminary, 2009; PhD, University Toledo, 2013
- Chalfant, Katherine, BA, Shippensburg University Penn, 1983; MSA, Central Michigan University, 1997
- Champion, Darl H., BA, Indiana University of Penna, 1970; MCJ, University South Carolina, 1978; EDD, North Carolina State University, 1995
- Chapman, Grant M., BS, Oklahoma State University, 1989; JD, Saint Louis University, 1992; MA, Saint Louis University, 1993
- Chappell, John D., BS, Illinois State University, 1984; MA, Indiana University Bloomington, 1986; PhD, Indiana University Bloomington, 1994
- Charles, Harry, JD, University Illinois Urbana-Champ, 1983; AB, Washington University, 1979; MBA, Washington University, 1980; LLM, Washington University, 1991
- Chavaux, Therese Louise, PhD, Saint Louis University, 2003; BSED, University Missouri/Columbia, 1985
- Chavez, Juan William, BFA, Kansas City Art Institute, 2000; MFA, Art Institute of Chicago, 2004
- Checkett, Laura Anne, BA, University Missouri/St Louis, 2005; MA, Webster University, 2017
- Chekoudjian, Christiana, BA, Webster University, 2006; MA, University South Florida, 2009; MET, Webster University, 2024;
- Chen, Sheng-Bo A., PhD, Ohio State University, 2020; MS, National Taichung University Science & Techno, 2006; BA, Southern Taiwan University of Technology, 1999
- Christeson, Mary C., BA, St Ambrose University, 1978; MA, Webster University, 1994
- Christoff, Martha Jane, BSN, Webster University, 2007; MBA, Webster University, 2010; MSN, Webster University, 2020
- Chukwuma, Godson O., EDD, Nova Southeastern University, 2008; MS, Tuskegee University, 1982; BS, Southern University and A & M College, 1980
- Cira, Salvatore William, BUA, Saint Louis University, 1983; MA, Webster University, 1998; DMGT, Webster University, 2004
- Cisternino, Irissa, BA, The George Washington University, 2018; MA, Stony Brook University, 2020
- Citrowske, Perry Terrance, BA, Saint Louis University, 1995; MA, Webster University, 2008
- Clark, Jessica Lowery, BA, University North Carolina-Pembro, 2003; MA, Webster University, 2005; PhD, Capella University, 2012
- Clark, Julie, BA, Webster University, 2001; MA, Webster University, 2016
- Clark, Kenneth Earl, BS, Pepperdine University, 1997; MA, National University, 2008; BS, Southeast Missouri State University, 1972; BSBA, Southeast Missouri State University, 1972; JD, University Missouri/Kansas City, 1975; MBA, Washington University, 1990; LLM, Washington University, 1999
- Clegg, Joseph David, BA, George Washington University, 1995; JD, Washington University, 1999; AM, Washington University, 1999; MDIV, Eden Theological Seminary, 2016
- Cogan, Sara V, MS, Southern Connecticut State Unive, 2003; BS, Skidmore College, 1997
- Cojocar, William John, BA, Kent State University, 1985; MA, Boston University, 1993; PhD, Capella University, 2008
- Coleman, Parnell, BS, Excelsior College Exams, 2001; MA, Webster University, 2007; MA, Webster University, 2011
- Collart, Daniel, MBA, University Pennsylvania; BS, University Pennsylvania
- Colletti, Carla Renee, BM, Millikin University, 1999; MA, Western Illinois University, 2001; PhD, University Iowa, 2008
- Collins, Karen S., EDD, University Southern Mississippi, 2008; BA, St Mary's Dominican College, 1976; MAED, University New Orleans, 1982; MAED, University New Orleans, 1988
- Collins, Mark Edward, BS, Washington University, 2009; AM, Washington University, 2009; MBA, Saint Louis University, 2016
- Cook Gillis, Delia, PhD, University Missouri/Columbia, 1996
- Coons, Kimra Lee, BS, Columbia College, 1982; MBA, Lincoln University, 1986
- Cooper, Jameca Woody, BA, Tougaldo College, 1996; MA, University Missouri/Columbia, 1998; PhD, University Missouri/Columbia, 2002
- Copeland, Sarah Kathryn, MS, University Missouri/St Louis, 2004; BS, Murray State University, 2000
- Corbett, Suzanne Elaine, BA, Webster University, 1994; MA, Webster University, 1995
- Corley, Kathleen B, BA, Webster University, 1974; MA, Washington University
- Cornell, Rayme Lyn, BFA, University Nevada Las Vegas, 1993; MFA, University of Missouri - Kansas City, 1996
- Cornwell, Charlene Legree, BS, South Carolina State University, 1987; MA, Webster University, 2000
- Corrigan, Don H., BA, Knox College, 1973; MA, University Missouri/Columbia, 1975
- Cosby, Janice Lee, BA, Webster University, 1976
- Cosic, Velimir, BS, Webster University, 2015; MS, Webster University, 2021
- Cosic, Zlatko, BA, Webster University, 2008; MFA, Washington University, 2011
- Cournoyer, John S., BFA, Calif College Arts
- Crane, Jesse Rose, MFA, Southern Illinois University/Edw, 2019; BFA, Art Institute of Chicago, 2012
- Crews, Janet Marie, BS, Southeast Missouri State University, 1990; MAT, Webster University, 1995; EDS, Webster University, 2013
- Croghan, John Warren, BGS, University Missouri/St Louis, 1992
- Crooks, Scott Douglas, BS, Central Michigan University, 2004; SSP, Western Illinois University, 2010
- Cudnik, Jennifer W., MFA, Hollins University, 2019
- Culver, Jennifer Denise, MA, Indiana Wesleyan University, 2012; BA, College of Wooster, 2007
- Cummings, Colette, AB, University West Georgia, 1988; MED, University Illinois Urbana-Champ, 1992

- Currey, James, MS, University Missouri/St Louis, 2015; BA, University Missouri/St Louis
- Curry, Nicole, MBA, Wilmington University, 2024; BS, Rutgers University Cas Camden
- Curtis, Christine, PhD, University Mississippi, 2008; BA, Trinity University, 2002; MA, University Mississippi, 2005
- Curtis, Jacob Scott, BBA, McKendree University, 2009; MA, Webster University, 2013
- Curtis, James M., BSOE, Southwest Texas State University, 1981; MA, Webster University, 1998; MPA, University Oklahoma, 1985; PhD, Saint Louis University, 2008
- Curtis, Joseph R, BSBA, University Missouri/St Louis, 1978; MBA, University Missouri/St Louis, 1984
- Curtis, Melanie Renee, BA, University Missouri/St Louis, 1997; MA, Southern Illinois University/Edw, 1997; MBA, Webster University, 2008
- Dafnis, Bill, PhD, Nova Southeastern University, 2009; MS, Carnegie Mellon University, 2015; MBA, Lake Forest School Management, 1992; BA, University Illinois Chicago, 1984
- Dagan, Kyle P., MPS, Pennsylvania State University, 2022; BS, Charter Oak State College, 2013
- Dai, Shaowei, BA, Beijing Institute Business, 1994; MA, University Iowa, 2001; MBA, University Iowa, 2001
- Dalle, Mark Anthony, BSOE, Wayland Baptist University, 1992; MA, Webster University, 1999
- Daly, Megan Diane, MS, Indiana University Bloomington, 2008; BS, Illinois Wesleyan University, 2006
- Daly, Thomas Mark, BFA, Webster University, 1989; MFA, Southern Illinois University/Edw, 1992
- Dang-Williams, Thao X., MA, Saint Louis University, 1995; BA, Monmouth College, 1993; EDD, Saint Louis University, 2006
- Daniels, Brandon A., MFA, Washington University, 2015; BA, Concord College, 2012
- Daniels, Kelle Divis, MS, Mississippi State University, 1993; BS, Missouri State University, 1990
- Danner, Robert F., MS, Murray State University, 1992; BS, University Tennessee Memphis, 1982
- Dastmalchi, Ali Akbar, BA, National University, 1971; MBA, University Scranton, 1979; MA, West Virginia University, 1988; PhD, West Virginia University, 1989
- Davis, Amorella Marie, MS, Bellevue University, 2021; BS, Old Dominion University, 1993
- Davis, Dorian, BFA, New York University, 2002; MA, CUNY Graduate School & Univ Center, 2008; PhD, American University, 2018
- Davis, John Anthony, BSBA, University South Carolina, 1971; MS, University Southern California, 1979
- Davis, Kirkland Wayne, BA, Webster University, 1993; JD, Saint Louis University, 1996; MA, Webster University, 2017
- Davis, Paul G., DMA, University Texas Austin, 2006; MEd, Towson University; BA, Rocky Mountain College
- Davis, Sheree, JD, Saint Louis University, 2016; MA, Saint Louis University, 2012; BA, McKendree University, 2010
- Dawson, Michael T., MED, University Missouri/St Louis, 2007; BS, University Toledo, 2000
- Dawson, Teddy Roy, BS, Park University, 1998; MA, Webster University, 2000; PhD, Saint Louis University, 2018
- De Alwis, Duneesha, PhD, Washington University, 2011; BA, Washington University, 2007; MA, Washington University, 2004
- Del Gaiso, Amber, BA, University Missouri/Columbia, 2003; EDS, Florida State University, 2007; MS, Florida State University, 2007; EDS, Webster University, 2021
- Denison, Morgaine Ellen, AFA, East Central College, 2012; BA, Webster University, 2014; MA, Southern Illinois University/Edw, 2018
- Denkins, Tony Windale, BS, Embry-Riddle Aeronautical University, 1989; MS, Florida Institute of Technology, 2001; PhD, Capella University, 2013
- Denton, Robert Scott, BFA, Webster University, 2006; MFA, University Maryland College Park, 2014
- DePolo, Edwin Francis, BA, Park University, 1980; MA, Webster University, 2004; MBA, Webster University, 2017
- Dersch, Peggy Elizabeth, BSED, Southeast Missouri State University, 1981; MA, Southern Illinois University/Edw, 1987
- Deshpande, Shruti, MS, Birla Institute Technology, 2011
- Desper, Deane Antonio, DBA, Walden University, 2014; MBA, South University, 2011; BS, National-Louis University, 2004
- Detering, Jacob Paul
- Deutsch, Blaine, BFA, Iowa State University, 1995
- Dickinson, Janet Julia, BA, College of William & Mary Va, 1978; MBA, Florida Institute of Technology, 1989
- Dieckmann, Brian David, BSBA, University Missouri/St Louis, 2002; MA, Webster University, 2008
- Dilber, Karen, MAcc, University of Missouri-St. Louis, 2009; MLS, Texas A&M University, 2025
- Dill, Jason Allen, BS, Webster University, 1999; MBA, Webster University, 2011
- Dill, Todd John, BSB, University Missouri/St Louis, 1995; MA, Webster University, 2001
- Dippel, Rich J., BSBA, Saint Louis University, 1976; MBA, Saint Louis University, 1979; JD, Saint Louis University, 1979
- Dixon, Daniel Ross, BS, Drury University, 2011; MS, University of Central Missouri, 2013
- Dixon, David J., BA, University Missouri/St Louis, 1971; MS, Purdue University West Lafayette, 1972; PhD, Purdue University West Lafayette, 1977
- Doris, Sabrina, BFA, University Illinois Urbana-Champaign, 2000
- Douangkeomany, Oubonvanh, BA, Webster University, 2003; BS, Webster University, 2003; MS, Webster University, 2021
- Douglas, Phillip Duane, MED, National-Louis University, 2000; MA, Excelsior College Exams, 1998; PhD, Touro University, 2011; BS, Excelsior College Exams, 1997
- Dowell, Mark Aaron, MA, University North Carolina Chapel, 2003; BA, Hendrix College, 1996
- Dreiling, Geri Lynn, JD, Washington University, 1992; BA, Wichita State University, 1989
- Dribben, Stephanie Marie, BSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2008; MSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2014; DNP, Barnes-Jewish Coll/Goldfarb School Nursing, 2020
- Ducey-Moss, Elizabeth Anne, BA, Acadia University, 1995; MM, Suny Binghamton, 1999; DMA, University Illinois Urbana-Champaign, 2008
- Duehren, Catherine M., BSN, Saint Louis University, 1987; MSN, Webster University, 2007
- Dueker, Margaret Dolores, BA, Webster University, 2000; BFA, Webster University, 2000
- Duffy, Kenneth F. Jr., BA, Southeastern College, 1988; MS, Nova Southeastern University, 1991; MSW, University Central Florida, 1998; PhD, Capella University, 2008
- Dunbar, Garth Dean, BFA, Webster University, 2003
- Dunlap, David F., BS, Appalachian State University, 1969; MA, Appalachian State University, 1976; EDD, University Alabama, 1980
- Dunne, Peter J., BA, Saint Louis University, 1978; JD, University Missouri/Columbia, 1983
- Durako, Lisa, BS, Maryville University, 2001; BSN, Maryville University, 2005; MS, Webster University, 2012
- Durako, Lisa, BS, Maryville University, 2001; BS, Maryville University, 2005; MS, Webster University, 2012
- Durgin, Janet Kay, MS, Keller Graduate School Management; BA, University Central Florida
- Duris, Adam Christopher, DVM, Louisiana State University, 2013
- Dykes, C Barry, MBA, Temple University, 1976; BS, Temple University, 1974

- Eanes, Ashley Edward, BS, Virginia Tech, 1986; MS, George Mason University, 1993
- Early, Bevin, MED, University Missouri/St Louis, 2008; BA, Skidmore College, 1998
- Echeverry, Cristina M., BS, Florida State University, 2001; MBA, Nova Southeastern University, 2004; EDD, Nova Southeastern University, 2008
- Edele, Elizabeth Anne, BA, Webster University, 2004; MFA, Calif College Arts, 2007
- Eggers, Michelle Renee, BA, Webster University, 2012; MA, Southern Illinois University/Car
- Ehui, Richard HuguesKouadio, PhD, University Missouri/St Louis, 2013; MA, University Missouri/St Louis, 2008; MA, Illinois State University, 2003; MA, Illinois State University, 2000
- Eich, Keegan, BA, University Missouri/St Louis, 2021; MA, Webster University, 2025
- Elliott, Christopher Michael, MSW, Saint Louis University, 1996; BS, Saint Louis University, 1994
- Elliott, Rebecca T., BSED, Arkansas State University, 1974; MSED, Arkansas State University, 1977; EDD, University Memphis, 1998
- Elliott, William R, MAT, Webster University, 1975; BSED, Southeast Missouri State University, 1966
- Ellis, Carolyn Ilona, BS, University Central Florida, 1991; MA, University Central Florida, 1995; MA, University Central Florida, 1998
- Ellison, Mitchell B., BSBA, Southeast Missouri State University, 1980; MBA, Southeast Missouri State University, 1983; PhD, Saint Louis University, 1993
- Elstner, Erin Meredith, BM, The New School, 1999; MA, Webster University, 2019
- Elvington, Andrew Franklin, PhD, Medical University of S Carolina, 2013; BS, Clemson University, 2006
- Ely, Kari Lynn, BS, Southern Illinois University/Edw, 1983
- Enders, Lois Lea, BA, Webster University, 1996
- Engelhardt, Michael Sebatian, MM, Southern Illinois University/Edw, 2007; BM, Millikin University, 1997
- Engelke, Sarah Malinda, MM, Southern Illinois University/Edw, 2001; BM, Southern Illinois University/Edw, 1999
- Englis, Dorothy M, BA, Tufts University, 1974; MFA, Carnegie Mellon University, 1977
- Enloe Fritz, Elizabeth Kaye, BA, University Missouri/Kansas City, 1992; BMED, University Missouri/Kansas City, 1992; MA, Webster University, 2005
- Ensign, James M., BS, Mount Senario College, 2001; MBA, University Illinois Chicago, 2009; DBA, Walden University, 2017
- Eros, Stephen, BM, Webster University, 2013; MA, Webster University, 2015
- Ertel, Michelle, BSN, Illinois Wesleyan University, 2003; MS, Southern Illinois University/Edw, 2007; DNAP, Middle Tennessee School of Anesthesia, 2017
- Ervin, Shawn Michael, MS, Washington University; BS, Clark Atlanta University
- Erwin, David Jeffrey, MM, Westminster Choir College, 1985; BM, Westminster Choir College, 1981
- Estrada, Naomi Yolanda, BA, University Texas El Paso, 2006; MA, Webster University, 2008
- Ethington, Cristina, MS, University of Kaiserslautern; BS, Federal University Rio Grande Su
- Etienne, Jeff, BS, St John's University Jamaica, 1992; MA, Webster University, 1996; EDD, Argosy University, 2015
- Ewenike, Victoria N., MPA, University Arkansas Little Rock, 1991; JD, University Arkansas Little Rock, 1999; BA, Obafemi Awolowo University, 1982
- Fan, Elsa Lai, BA, University Calif Berkeley, 1998; PhD, University Calif Irvine, 2012
- Fang, Li, BA, Beijing Language & Culture University, 1991; MBA, Southern Illinois University/Car, 1997
- Farish, Murray Fleming, BA, Webster University, 1997; MFA, University Houston Downtown, 2003
- Fees, Alexander G., BA, Southeast Missouri State University, 1987
- Felder, Centron, BS, University West Florida, 2000; MA, Auburn University Montgomery, 2008; MA, Webster University, 2016; EDS, Webster University, 2019; AGC, Webster University, 2019
- Feng, Baichun, BS, Tsinghua University, 2000; MS, Tsinghua University, 2003; MS, University Minnesota Twin Cities, 2005; PhD, Penn State University, 2009
- Ferber, Andrea Lillian, BFA, Milwaukee Institute/Arts/Design, 2002; MA, University Illinois Urbana-Champ, 2006; PhD, University Illinois Urbana-Champ, 2014
- Ferguson, Jennifer Elizabeth, BS, Fontbonne University, 2008; MA, Webster University, 2014
- Ferrigno, Nina, BM, New England Conservatory Music, 1991; MM, New England Conservatory Music, 1994
- Fike, Jimmy Wilson, Jr., MFA, Cranbrook Kingswood School, 1999; BA, Auburn University, 1994
- Filkins, Lisa Marlen, BA, Saint Louis University, 1990; MA, Webster University, 1994
- Finazzo, Julie M., DNP, University Missouri/Kansas City, 2021; MSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2013; BSN, Truman State University, 2009
- Findley, Stephen Glenn, BA, Rice University, 1986; MA, Boston College, 1995; PhD, Boston College, 1996
- Fink, Brandon, BFA, University of Central Oklahoma, 2011
- Finkel, Debra Kaye, BJ, University Missouri/Columbia, 1973; MA, Webster University, 2007
- Fix, Julie A., BA, Saint Louis University, 1981; JD, Saint Louis University, 1984
- Flagg, Lelia Louise, PhD, University Missouri/St Louis, 2016; EDS, University Missouri/Columbia, 2009; MED, University Missouri/Columbia, 2003; BA, University Missouri/Columbia, 2000; MED, University Missouri/Columbia, 2003; PhD, University Missouri/St Louis, 2016
- Fleming, Melisa L., BS, University Maryland Global Campus, 1997; MA, St Mary's University, 2000; PhD, St Mary's University, 2012
- Fleming-Hampton, Monica Delores, BA, University Central Florida, 1987; MA, Webster University, 1995
- Fletcher, Louis L., BA, University Maryland College Park, 1989; MED, Northern Montana College, 1992; PhD, Northcentral University, 2008
- Flewellen, Vincent Cornell, BA, Maryville University of St Louis, 1998; MSW, Washington University, 2005
- Flier, Steven Joseph, BS, University Texas Austin, 1988; MS, Air Force Inst Tech, 1995
- Flores, Adam M., MFA, Baylor University, 2015; BA, Fontbonne University, 2007
- Flores, Mica N., MA, Monterey Institute INTERNAT'L ST, 2012; BA, Lawrence University, 2005
- Foley, Tate, BA, Lycoming College, 2007; MFA, University Georgia Athens, 2010
- Fontana, Mary Carmen, BA, Saint Louis University, 1976; MBA, Saint Louis University, 1982; JD, Saint Louis University, 1988
- Ford, Gary Eugene, BJ, University Missouri/Columbia, 1974; MA, Webster University, 1988
- Foster, Brandon Keon, BA, Georgia Southwestern State Unive, 2018
- Foy, Kathleen Ann, BA, Principia College, 1970
- Franco, Sara, PMC, University of Massachusetts Boston, 2024
- Franklin, Sharilyn Dionna, MBA, Fontbonne University, 1995; PhD, Walden University, 2010; BA, Indiana University Bloomington
- Franks, Clarence Michael, BS, Jacksonville University, 1988; MBA, Nova Southeastern University, 1997; MA, Webster University, 2019

- Frazier, Paul Stephen, BSEE, Texas Tech University, 1983; MS, University Southern California, 1991
- Fredrickson, Hans Luke, BFA, Webster University, 2008
- Freeman, Patricia Charlene, BA, University North Carolina Chapel, 1975; MS, Western Carolina University, 1993; EDD, North Carolina State University, 1997
- Frick, Adam C, BS, Depaul University, 1999
- Frisch, Hannah Marie, BA, Southern Illinois University/Car, 2020; MS, Webster University, 2022
- Froehlich, Clifford Wayne, BA, Saint Louis University, 1978; MA, University Missouri/Columbia, 1982
- Froelich, Jessilyn Michelle, BA, California State University Dominguez Hill, 2015; MS, San Jose State University, 2017; MA, University Missouri-St. Louis, 2023
- Fuller, Jamie Lee, BS, University Cincinnati, 2005
- Furnari, Ellen Ettlinger, BA, Bennington College, 1975; MSW, Adelphi University, 1983; PhD, Otago University, 2014
- Fyfe, Brenda S., BS, Quincy University, 1971; MED, University Illinois Urbana-Champ; EDD, Southern Illinois University-Edwardsville
- Gaal, John Stefan, BT, Washington University, 1991; MBA, Webster University, 1993; MA, Webster University, 1992; MIB, Saint Louis University, 1996; EDD, Argosy University, 2007
- Gabel, Kenneth Elmer, BS, Southeast Missouri State University, 1970; MA, Webster University, 1990
- Gaddis, Ronald Reese, BS, Western Michigan University, 1972; MS, University Kansas, 1981; PhD, University Kansas, 1982
- Gainey, Aloysius Marvin, BA, North Carolina Central University, 1983; MA, Webster University, 2004; PhD, North Carolina State University, 2011
- Gale-Betzler, Lisa, BS, Maryville University of St Louis, 1983
- Galik, Matthew, BA, Washington University, 2019
- Gamage, Lasanthi Nilmini, PhD, Missouri University of Science and Technology, 2015; BS, University Peradeniya, 2006
- Gangadharan, Bindu K., MA, University Madras; MA, University Madras; MA, Miami University Hamilton
- Garcia, Renee, MFA, University Missouri/Kansas City, 2010; BA, Florida State University, 2007
- Gardetto, Darlaine C., BA, University Calif Davis, 1974; MA, University Calif Davis, 1978; PhD, University Calif Davis, 1992
- Garner, Anthony, BS, National-Louis University, 2000; MBA, National-Louis University, 2001
- Gartley, Jennifer, MM, Louisiana State University A & M College, 2003; DMA, University Illinois Urbana-Champ, 2009
- Gatzert, Michele Ann, BSN, Webster University, 2007; MSN, Webster University, 2011; DNP, Capella University, 2016
- Gaylord, Donald Roderick, AB, Dartmouth College, 1978; MA, Tulane University, 1982; PhD, Tulane University, 1991
- Geidel, Bo Jean, MS, University Phoenix, 2015; BS, University Phoenix, 2010
- Geiser, Stephanie Alexandria, BA, Southern Illinois University/Car, 2014; MS, Webster University, 2021
- Gentry Ellis, Sarah, BSW, Missouri State University, 2007; MSW, Washington University, 2010
- George, Lynnane E., BME, Georgia Institute of Technology, 1988; MS, Georgia Institute of Technology, 1989; PhD, Georgia Institute of Technology, 2002
- George, Rebecca A., BS, Benedict College, 1998; MA, South Carolina State University, 2000; PhD, University South Carolina, 2007
- Geraghty Rathert, Anne, BA, Saint Louis University, 1985; JD, Saint Louis University, 1992
- Gerger, Rick H., BS, Southern Illinois University/Car, 1989; MA, Webster University, 2015
- Gernert, Timothy R., BS, Bowling Green State University; MBA, Auburn University
- Gertler, Brian, MED, Abilene Christian University, 2019; BA, Greenville University, 2016
- Gianino, Kevin
- Gibfried, Joseph Brian, BS, Missouri Southern State University, 1998; MA, Webster University, 2002; MS, Webster University, 2020
- Gilbertson, Lorraine H., BA, University Minnesota Twin Cities, 1963; MBA, Avila University, 1983
- Gillies, Bruce Gordon, BS, Excelsior University, 1992; MS, U.S. International University Ca, 2000; MA, U.S. International University Ca, 1996; PSYD, U.S. International University Ca, 2002
- Gilman-Hernandez, Byron C., MA, Creighton University, 2014
- Gitonga, Kevin W., BA, United States International University, 2003; MED, University Illinois Urbana-Champ, 2007; PhD, University Illinois Urbana-Champ, 2014
- Gitonga, Stephen Kiuri, MC, Idaho State University, 2002; PhD, Idaho State University, 2006
- Glasgow, Gary P., BA, Vanderbilt University, 1978; BFA, Webster University, 1982; MFA, University Wisconsin Milwaukee, 1992
- Glover, Malcolm E., PhD, University Central Arkansas, 2015; MPS, University Arkansas Little Rock, 2007; BS, Florida A & M University, 2005
- Goedereis, Eric, BS, Western Illinois University, 2003; MS, Western Illinois University, 2005; PhD, West Virginia University, 2009; MBA, Webster University, 2022
- Goergen, Shelly Christine, MAM, American Graduate University, 2013; BS, Park University, 2003
- Goez, Brian Thomas, BA, Webster University, 2002
- Golabek, Susan Currier, BA, University South Florida, 1984; MA, Webster University, 1996; EDD, George Washington University, 2001
- Golden, Katherine Bey, BA, Truman State University, 2010; MA, Webster University, 2015
- Gonzalez, Rocco, MHA, Saint Louis University, 2017; BS, Saint Louis University, 2015
- Goodman-Wilson, Amy Marie, AM, Washington University, 2006; BS, University Arkansas Little Rock, 1998; MA, Texas State University San Marcos, 2004
- Gordon, Heather Elaine, BA, University Virginia, 2001; MBA, Mercer University Macon, 2008
- Gorga, Allison Nicole, PhD, University Iowa, 2018; MA, University Iowa, 2013; BA, Trinity University, 2010
- Gotches, Gregory Dale, BS, University Illinois Chicago, 1974; AM, University Illinois Chicago, 1976; MS, Benedictine University, 1993
- Govan, Dieterick L., BBA, University Central Arkansas, 2000; MBA, University Phoenix, 2006; DBA, Walden University, 2012
- Graf, Merry, BA, Millikin University, 1986; MSED, Southern Illinois University/Edw, 2003
- Graham, Angel
- Granda, Larry M., BA, Webster University, 2001; BS, Webster University, 2001; MA, Saint Louis University, 2004; PhD, Saint Louis University, 2007
- Granneman, Ralph Scott, AB, Washington University, 1989; AM, Washington University, 2005
- Grantham, Lisa D., BS, Truman State University, 2006; MS, Iowa State University, 2013
- Grau, Paul H., Jr., MA, Liberty University, 2013; MBA, Colorado Christian University, 2007; BA, Colorado Christian University, 2006
- Gray Graves, Amy Michael, BS, University Central Oklahoma, 1999; MED, University Central Oklahoma, 2001; PhD, University North Texas, 2009
- Green, Rita Williams, MBA, University Memphis, 1997
- Green, Theodore D., BA, Beloit College, 1982; MA, Saint Louis University, 1986; PhD, Saint Louis University, 2000

- Greene, Claire Anderson, PhD, University Missouri/St Louis, 2023; MA, University Missouri/St Louis, 2017; BA, University Vermont, 2011
- Greene, Stephanie, BA, Smith College, 2015; MA, University of Maryland, 2023
- Gregg, Ryan Elliot, BA, Truman State University, 1999; MA, Virginia Commonwealth University, 2003; PhD, Johns Hopkins University, 2008
- Gregory, Megan, BA, University Wisconsin Green Bay, 2008; MS, Illinois State University, 2011; PhD, Illinois State University, 2017
- Greiner, Angelica Anne, BA, John Carroll University, 2007; MED, John Carroll University, 2010; PhD, University South Carolina, 2015
- Griffey, Julia, BS, University Calif Berkeley, 1994; MA, Cornell University, 1998; MFA, Massachusetts College of Art, 2005
- Griffin, LaToya, MED, University Missouri/St Louis, 2019; BA, Saint Louis University, 2017
- Griffin, William, MS, Northeastern University, 1974; MS, Pepperdine University, 1998; JD, Suffolk University, 1978; PhD, University Michigan/Ann Arbor, 2009; MPHI, University Cambridge, 1992; BA, Brown University, 1990
- Griffin, William Howard, BSBA, University Missouri/Columbia, 1968; MBA, University Missouri/Columbia, 1970
- Griffith, Capri Daris, BA, Columbia College, 2008; MA, Webster University, 2010
- Griggs, Alan Douglas, MBA, Washington University of Health & Sciences, 2003; MS, Washington University of Health & Sciences, 2003; BS, Christian Brothers University, 1996
- Groeneman, Richard N., MSEL, Vermont Law School, 2005; JD, Saint Louis University, 2004; BS, University Missouri/St Louis, 1999
- Groeneman, Ryan Harold, PhD, University Missouri/Columbia, 2000; BS, Southern Illinois University/Edw, 1996
- Groneck, Kimberly, BS, University of Central Missouri, 1987; MA, Webster University, 1994
- Grooms, Pamela, MME, University Missouri/St Louis, 2002; BM, University of Central Missouri, 1983
- Grotewiel, Morgan M, PhD, University Missouri/Kansas City, 2016; MA, University Missouri/Kansas City, 2013; MA, Missouri State University, 2010
- Groves, Jeffrey Lynn, BES, University Missouri/Columbia, 1988; JD, University Missouri/Columbia, 1991
- Gruenloh, Taylor J., BA, Webster University, 2011; MFA, Hollins University, 2014
- Gruhl, Chad M., BS, Minnesota State University Moorhead, 1987; MS, Rosemont College, 1999; EDD, University Delaware, 2003
- Grundy, Carla, MS, Fontbonne University, 1993; BS, MacMurray College, 1992; EDD, Webster University, 2021
- Guterman, Gad, PhD, City University NY Cbeoc, 2011; MA, New York University, 2000; BA, Cornell University, 1996
- Gutting, David, AB, Washington University, 1971; MA, University Pennsylvania, 1978
- Gygi, Dinah, MS, University Wisconsin Milwaukee, 2003; BA, St Norbert College, 1998
- Haag, Lisa Kathleen, MFA, Lindenwood University, 2010; MA, Washington University, 1991; BA, Washington University, 1989
- Hadfield, Christina Marie, MS, Saint Louis University, 2021; BS, Saint Louis University, 2020
- Hagene, Judy Mary, MA, New Mexico State University, 1984; BSED, Southwest Missouri State-West Plains, 1979
- Haischer, Jamie, BA, Michigan State University, 1977; MBA, University South Florida, 1985
- Halagera, Raymond T., MA, University Chicago; BS, Purdue University West Lafayette
- Hale, Steven Alexander, BS, Webster University, 2004; MS, Webster University, 2012; MS, Webster University, 2017
- Hall, Brian Dean, BA, University New Hampshire, 1985; MBA, Webster University, 2009; DMGT, Webster University, 2015
- Hall, William Faucette, BS, Tennessee State University, 1972; MSW, Washington University, 1975; MA, Washington University, 1976
- Hallmon, David Wayne, BS, University North Texas, 2007; MSED, Southern Illinois University/Edw, 2009
- Halski, Megan Marie, BA, Webster University, 2003
- Ham, Jason B., BS, Park University, 2012; MA, Webster University, 2013
- Hamilton, Gregory Paul, BA, Lindenwood University, 2006; MBA, Webster University, 2012
- Hamilton, Ronald Bruce, BS, West Chester University Pennsylvania, 1975; MS, University Pennsylvania, 1989
- Hampton, Mea Marie, BS, University Phoenix, 2011; MS, University Phoenix, 2013
- Hanlon, David R., BS, Lindenwood University, 1985; MFA, University Kentucky Lexington, 1989
- Hannick, Craig L., BS, Maryville University of St Louis, 1988; MAT, Webster University, 1993
- Hanrahan, Peter Joseph, MFA, Rutgers University College New B, 2005; AB, Washington University, 2002
- Hanson, Becky Lynn, BFA, Webster University, 1995; MFA, San Diego State University, 2008
- Haq, Nadeem Ul, PhD, Northcentral University, 2015; MS, Strayer University, 2006; BS, Strayer University, 1997
- Hardin Marshall, Laura Diana, MS, University Oxford, 2008; BA, University of Central Missouri, 2006
- Harper, Andrea, BA, Webster University, 2011
- Harrell, Denise M., BA, Quincy College, 1979; MA, Webster University, 1996; MA, Webster University, 2017
- Harrell, Macy Meyer, BS, Southeast Missouri State University, 2008
- Harris, Erik William, BM, Juilliard School, 1986; MM, Juilliard School, 1987
- Harris, Kelley, MA, University Missouri/St Louis, 2007; BA, University Missouri/St Louis, 2003
- Harrison, David James, BA, University Nevada Reno, 1992; MA, Holy Apostles College & Seminary, 2009
- Hart, Martha, MM, Michigan State University, 1983; BA, Olivet College, 1978
- Hart, Thomas J., BS, Niagara University, 1983; MA, U.S. International University Ca, 1985; DMGT, Webster University, 2013; BA, Olivet College, 1978; MM, Michigan State University, 1983; DMA, Michigan State University, 1989
- Hassel, Martin Lawrence, AB, William Jewell College, 1978; AM, Washington University, 1990
- Hatstat, Francis Anthony, JD, Seattle University, 1989; MBA, City University Seattle, 1983; AB, University Michigan Dearborn, 1977
- Haug, Cherie Michelle, BS, Maryville University of St Louis, 2001; DPT, Boston University, 2007
- Hauser, Wes, BA, Wabash College, 2015; MPA, Indiana University Bloomington, 2018
- Haussler, Emily, BA, Washington University, 2018; BA, Washington University, 2018
- Hayes, Andrea Yvette Marsh, BA, Fayetteville State University, 1999; MA, Webster University, 2009; PhD, Capella University, 2019
- Healey, Pearce Charles, BA, University Southern California, 2016
- Heaney, Jonathan, MM, Manhattan School of Music, 2017; BM, Washington University, 2015
- Hecke, Megan Renee, BFA, Webster University, 2007
- Heigel, Susan Gerber, MED, University Missouri/St Louis, 1991; BSED, University Missouri/St Louis, 1986
- Heinemann, Anthony, MM, Washington University, 2012; BS, Saint Louis University, 2010; BA, Saint Louis University, 2010
- Heinrich, Bret L., MFA, Western Illinois University, 1991; BA, Eureka College, 1989

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- Hemmerling, Rolf, BA, Northwestern University, 1964; MA, Roosevelt University, 1973
- Henderson Pennington, Haley, BA, West Virginia University, 2015; MED, University Missouri/Columbia, 2021
- Henke-Cilenti, Michela Donatella, MBA, Leeds Beckett University, 2002; DMGT, Webster University, 2015; BA, University Greenwich, 1998
- Henning, Anastasia L., PhD, University Missouri/St Louis, 2007; MED, University Missouri/St Louis, 1998; BA, University Missouri/St Louis, 1985
- Henry, Alix Woolsey, AB, Washington University, 1994; MARC, University Washington, 2004
- Hensley, Nicolyn P, MS, University Illinois Springfield, 2003; BBA, University Illinois Springfield, 2003; MET, Webster University, 2021
- Henson, Kevin, BA, Monmouth College, 1978; MED, University Oklahoma, 1996; JD, Northwestern California Univ School of Law, 2007
- Herr, Michael Thomas, BA, Webster University, 2010; MFA, University Texas Austin, 2020
- Hick, Holly Elizabeth, BA, Webster University, 1999; MA, Webster University, 2001; EDD, University Missouri/St Louis, 2020
- Hickey, Jessica M., PhD, University Texas Dallas, 2009; MPH, University Texas Health Science, 2004; BS, Texas A & M University Galveston, 2000
- Higginbotham, Shawn, BSBA, University Missouri/Columbia, 2017; MS, Webster University, 2021
- Higgins, Craig Kennedy, BJ, University Missouri/Columbia, 1988; JD, Drake University, 1991; MBA, Drake
- University, 1991
- Higgins, Eleanor, MBA, University Wisconsin Madison, 2004; BBA, University Wisconsin Madison, 1989
- Higgins, Robin, AB, University Missouri/Columbia, 1987; AB, University Missouri/Columbia, 1992; MA, University Missouri/Columbia, 1997; JD, Saint Louis University, 2000
- Hilditch, David John, BS, Saint Louis University, 1982; MA, Saint Louis University, 1987; PhD, Washington University, 1995
- Hill, Dana Michelle, BS, Florida State University, 1999; MA, American University, 2004; PhD, Syracuse University, 2014
- Hilmes, Bailey, BA, Webster University, 2020; MA, Webster University, 2024
- Himes, Heather, BA, Columbia College Chicago, 2015; MFA, Washington University, 2018
- Himes, Ronald J., BSBA, Washington University
- Hine, Douglas John, BS, Pennsylvania State University, 1982; MS, University Southern California, 1988; MENG, University Colorado Spr, 2014
- Hinson, Steven Y, BA, Berea College, 1987; MA, University Kentucky Lexington, 1989; PhD, University Kentucky Lexington, 1993; MBA, Webster University, 1997
- Hironaka, Mieko
- Hixson, Caroline Larkin, BM, Webster University, 2004; MM, University Idaho, 2008
- Ho, Chris, BS, Purdue University West Lafayette, 1987; PhD, Washington University, 1996
- Hobson, Sheila Jane, MED, University Missouri/St Louis, 1991; BS, Southern Illinois University/Edw, 1985
- Hodges, Charles, BS, Southern Illinois University/Edw, 1984
- Hoffmeyer, Kevin M., JD, University Missouri/Columbia, 2014; MBA, University Missouri/Columbia, 2014; BA, Mercyhurst University, 2010
- Hogan, Heather Leigh, BA, Southern Illinois University/Edw, 2000; MA, Webster University, 2020
- Hollandsworth, Matthew David, BS, Strayer University, 2004; MA, Webster University, 2007; DBA, Northcentral University, 2022
- Holroyd, Suzanne M., BA, University Missouri/Columbia; MA, George Washington University; MA, University Southern California
- Holste, John Arthur, BA, Webster University, 2008; MED, University Missouri/St Louis, 2017; MA, Webster University, 2022
- Homm, Myrna Jan, BS, Southern Illinois University/Edw, 1981; MAT, Webster University, 2003
- Hooley, Alexis Allen, JD, Brigham Young University Utah, 2008; BA, Brigham Young University Utah, 2005
- Hoormann, Matthew B., DMA, University Calif Los Angeles, 2007; MM, Southern Illinois University/Edw, 2004; BM, Southern Illinois University/Edw, 2002
- Hoover, Elizabeth Dally, PhD, University Wisconsin Milwaukee, 2022; MFA, University Indianapolis, 2010; MA, University Indianapolis, 2010; BA, Brown University, 2002
- Horner, Richard Duke, BA, Florida State University, 1978; MS, Florida Institute of Technology, 1990; MBA, Florida Institute of Technology, 1993
- Horsley, Michael
- Houpe, Monic J., MBA, Keller Graduate School Management, 2003; BS, Iowa State University, 1998
- Howard, Richard Scott, BA, University Arkansas Fayetteville, 1973; MBA, University Puget Sound, 1984
- Hu, Ginger, MS, University Wisconsin Eau Claire, 1989; BA, Wuhan University, 1982
- Huang, Yukai, MS, University North Carolina Chapel, 2019; BS, Shanghai Jianqiao College, 2017
- Huch, Elias Henry, BA, Webster University, 2007
- Huddleston, Chad M., PhD, University Canterbury, 2009; MA, University Montana, 1999; BA, University Colorado Spr, 1996
- Hudson, Kelsey, MA, Southeast Missouri State University, 2016; BA, Southern Illinois University/Car, 2013
- Hudson, Rodney B., BBA, Memphis State University, 1982; MBA, Christian Brothers University, 2001
- Hufker, Barbara, BSED, University Missouri/St Louis, 1977; MA, University Missouri/St Louis, 1987
- Hufker, Barry E., BA, University Missouri/St Louis, 1976; MA, Webster University, 1993
- Hughes, David Christopher, BSBA, University Missouri/Columbia, 1980; MBA, Saint Louis University, 1985
- Hughes, Jeffrey A., BA, Indiana State University, 1982; MA, University Iowa, 1984; PhD, University Iowa, 1988
- Hulsizer, Michael R., BA, Suny Buffalo; MA, Kent State University
- Hunt, Thomas Andrew, BFA, University Cincinnati, 1988; MFA, Washington University, 1990; MAT, Webster University, 2009
- Hunter, Casey, BM, Webster University, 1993; MA, Webster University, 2020
- Hutchins, Sarah E., MS, University Missouri/Columbia, 2019; BA, Indiana University Bloomington, 2011
- Hwang, Sheila Minn, BA, University Calif Los Angeles, 1993; MA, University Calif Santa Barbara, 1997; PhD, University Calif Santa Barbara, 2008
- Hyman, Randall Scott, AB, Indiana University Bloomington, 1976
- Ibe, James G., BS, Northern Michigan University, 1985; MA, University Texas Dallas, 1986; MBA, Amber University, 1989; PhD, University Texas Dallas, 1989; MS, Amber University, 2006
- Ilbery, Noah Wilson, BA, Webster University, 2018
- Irvin, Rhea Yvette, BA, Southern Illinois University/Edw, 1990; MA, Webster University, 1993
- Irving, Jonathan Daniel, BFA, University of Central Missouri, 2016; MBA, Webster University, 2025
- Isaac, Efevwia Rachael, LPN, St Louis College Health Careers, 1996; BSN, Webster University, 2012; MSN, Webster University, 2016
- Isom, Ellen Marie, BA, Webster University, 1986

- Jackson, Barcus Cortez, BS, Lane College, 2002; MBA, Fontbonne University, 2006; MA, Webster University, 2006; EDD, Missouri Baptist University
- Jackson, Nate, MM, University Tennessee Knoxville, 1998; BM, Truman State University, 1996
- James, Anne Stegen, BA, Arizona State University, 2013
- Jasinski, Adam, MS, Purdue University Global, 2015; BS, Arkansas State University, 2011
- Jayaram, Ashwin, MS, Webster University, 2016; MBA, Webster University, 2017
- Jenkins, Katherine S., BA, University Missouri/Columbia, 1973; MA, Webster University, 1982
- Jensen, Gina Louise, BA, McNeese State University, 1996; MA, Webster University, 2001; BA, University Missouri/St Louis
- Jensen, Scott L., BA, College of The Ozarks, 1985; MA, University of Central Missouri, 1987
- Johanek, Carolyn Frances, BSBA, Saint Louis University, 1978; MBA, Saint Louis University, 1986
- Johns, Michael H., BSB, University Central Florida, 1978; MBA, University Central Florida, 1980
- Johnson, Clint Eugene, PhD, Saint Louis University, 2026; MS, Georgia Southern University, 2019; BS, Armstrong State University, 2017
- Johnson, Connie L., JD, Saint Louis University; BA, Saint Louis University; BS, Bradley University
- Johnson, Harold M, BS, Southern Illinois University/Edw, 1972; MSED, Southern Illinois University/Edw, 1973; EDS, Southern Illinois University/Edw, 1978; PhD, California University, 1987
- Johnson, James , BSIE, University Miami, 1955; MS, Florida State University, 1965; DBA, Nova Southeastern University, 1987; PhD, North Carolina Agriculture & Technology State University, 2019; MA, Naval War College, 2004; MPA, Troy University, 2001; MSBA, University South Carolina, 2024; MSL, South University Columbia Campus, 2023; BS, Troy University, 2016
- Johnson, John Eugene, BS, Kansas State University, 1980; BA, University Missouri/Kansas City, 1991; JD, Washburn University, 1982
- Johnson, Johnnie J., IV, EDD, University New England, 2019; MBA, University Phoenix, 2007; BS, University Phoenix, 2005; MS, Marymount University, 2009
- Johnson, Joshua J., BA, Lindenwood University, 2006
- Johnson, Keisa Michele, BS, University Missouri/Columbia; JD, Saint Louis University; MHA, Seton Hall University
- Johnson, Kiana, BS, Webster University, 2008; MA, Webster University, 2013
- Johnson, Maya, BA, Webster University, 2017
- Johnson, Milicia K., MA, Regent University, 1996; BS, University Maryland Global Campus, 1989; PhD, Capella University, 2006
- Jones, Joseph L., III, BSED, Southeast Missouri State University, 1976; MAED, Southeast Missouri State University, 1978; PhD, Saint Louis University, 1984
- Jones, Natalie Lynne, BA, Webster University, 1997
- Jones, Rosemarie Rebecca, BA, Webster University, 2016; MPPA, University Missouri/St Louis, 2018;
- Jones-Raymond, Joanna L., BS, Ball State University, 1992; MA, Webster University, 1996
- Jordan, Julie Anne, AB, Washington University, 1991; MA, Brown University, 1993; PhD, City University NY Cbeoc, 2001
- Jordan, Pamela, BA, Webster University, 2000; MBA, Washington University, 2015
- Jordan, Sheila R, BA, Webster University, 2009; MA, Webster University, 2013
- Jose, Jerome Malana, BS, California State University Fresno, 2005; MA, Webster University, 2014; MS, Webster University, 2016
- Joslin, Katherine E., AM, Washington University, 1995; BA, Rollins College
- Jostedt, Michael P., BA, Webster University, 2004; MA, University Missouri/St Louis, 2006
- Jostlein, Tricia Rae, BM, Rice University, 1996
- Judd, Timothy, BSBA, University Missouri/St Louis, 1990; MBA, Webster University, 2000; MA, Webster University, 2007; CMA, Lindenwood University
- Juenger, Trevor Edward, BA, Webster University, 2014; MA, Webster University, 2016
- Jun, Brian Joseph, BA, Webster University, 2001; MA, Webster University, 2018
- Kaiser, DJ, BA, University Illinois Urbana-Champ, 1996; BA, University Illinois Urbana-Champ, 1996; MA, University Illinois Urbana-Champ, 2000; AM, Washington University, 2007; PhD, Washington University, 2013
- Kamara, Mohamed Karim, PhD, Walden University, 2013; MS, Strayer University, 2004
- Kammien, Lawrence W., Jr., BSBA, Saint Louis University, 1990; MBA, Saint Louis University, 1996
- Kanakis, Karen Janelle, DMA, University North Texas, 2005; MM, Stephen F Austin State University, 1998; BM, Missouri State University, 1996
- Kaniasty, Natalia, MFA, New York University, 2017; BA, Indiana University of Penna, 2008
- Kanuri, Uma
- Karash, Igor Edward, MA, Kharkov State Academy Muni Econ, 1988; BA, Azerbaijan Univ of Architecture & Construction, 1983
- Karlovsky, Dawn Carol, BA, Northern Illinois University, 1989; MFA, University Utah, 1994
- Karpowicz, Michael A., BM, Southern Illinois University/Edw, 1980; MM, Southern Illinois University/Edw, 1988
- Kasarov, Nikola, MS, Sofia University, 2019; BA, Sofia University, 2016
- Kastner, Louis Patrick, MS, University Maryland Global Campus, 2003; BS, University Maryland Global Campus, 1996
- Kaufman, Zachary, MFA, Indiana University Bloomington, 2022; BA, San Francisco State University, 2004
- Kearns, Gayle A., BS, University Oklahoma, 1973; MBED, University Oklahoma, 1975; EDD, Oklahoma State University, 1988
- Keeler, Al Gene, AB, University Missouri/Columbia, 1982; MA, Webster University, 1989
- Kefalas, Harlan Duane, MSC, University Denver, 2024; MPS, Fort Hays State University, 2023; BS, Colorado State University Global Campus, 2014
- Kelly, James Martin, PhD, University Notre Dame, 2019; MS, University Notre Dame, 2017; BS, George Washington University, 2013
- Kempen, Aziza Miryusufovna, BA, Uzbekistan State Institute Arts & Culture, 2005; MS, Webster University, 2023; MA, Uzbekistan State Institute Arts & Culture, 2007; BA, Uzbekistan State Institute Arts & Culture
- Kennedy, Megan, MA, University Illinois Urbana-Champ, 2013; BS, Truman State University, 2007
- Kennelly, Brian Gordon, BA, University Calif Davis; MA, University Virginia
- Kesler, John Benjamin, BS, Greenville University, 1992
- Khan, Muhammad Zubair, MS, University Missouri/Kansas City, 2021; MS, National University Science & Technology Zimbabwe, 2015; BS, University Peshawar, 2011
- Killian, Jenny, BSc, William Woods University, 2023
- King, Devin J., MS, Lindenwood University; BA, Lindenwood University
- King, Erin Kathleen, BA, Webster University, 2012
- King, Matthew Thomas, PhD, University Texas Dallas, 2009; MCRP, University Texas Arlington, 2003; BS, University Arkansas Pine Bluff, 2001

- Kingston, Lindsey Nicole, PhD, Syracuse University, 2010; MA, Syracuse University, 2009; MA, American University, 2006; BS, Boston University, 2002; MA, Webster University, 2021
- Kinner, Tayler Renea, BFA, Webster University, 2015
- Kispert, Shannon E., PhD, Saint Louis University, 2017; BS, University Tulsa, 2012
- Kitchen, John W., Jr., BGS, Northern Illinois University, 2004; MA, Webster University, 2010
- Kleinman, Kim, BA, University Missouri/Kansas City, 1975; MA, University Chicago, 1979; PhD, The Union Institute & University, 1997
- Kneib, Martha Sue, BA, University Tulsa, 1988; MA, Kent State University, 1990
- Knetzer, Katherine Naomi, BA, Webster University, 2006; MA, Webster University, 2008
- Knight, Chadwick Karl, PhD, University South Carolina, 2014; MHAD, Armstrong State University, 2011
- Knoblauch-O'Neal, Christi, PhD, Texas Women's University; MALS, Wesleyan University
- Kolpakov, Jodi, BFA, Webster University, 2018
- Krohn, Donald Patrick, BS, Southern Illinois University/Edw, 1999; MA, Southern Illinois University/Edw, 1999; MBA, Webster University, 2009
- Krueger, Herman Richard, Jr., AB, Washington University, 1979; MS, Northwestern University, 1981; PhD, Northwestern University, 1986
- Kruithof, Erica B., MBA, Texas A & M University, 2012; BS, West Chester University Pennsylvania, 2004
- Kruse, Eric James, MS, Washington University; BS, American Public University
- Krutz, Ronald Louis, PhD, University Pittsburgh, 1972; MSEE, University Pittsburgh, 1967; BSEE, University Pittsburgh, 1960
- Kulik, Thomas E., BS, University Minnesota Twin Cities; MS, Capella University
- Kulosa, Kenneth C., MM, New England Conservatory Music, 1988; BM, University Houston Main Campus, 1985
- Kumanomido, Mariko Christine, BFA, University Missouri/ Kansas City, 2007
- Kushma, Hatsephi, BS, Lindenwood University; MA, Washington University
- Kwon, Jong Bum, BA, MacAlester College, 1993; MA, New York University, 1999; PhD, New York University, 2005
- LaCubbert, Julie M., BA, University South Carolina, 2002; MAT, University South Carolina, 2003; EDS, University South Carolina, 2006; PhD, University South Carolina, 2012
- Lam, Yeeling L, MSCS, Georgia Institute of Technology, 1997; BSBA, University Missouri/St Louis; BSMI, University Missouri/St Louis
- Lamb, Melanie Jean, BS, Oklahoma State University, 1986; MA, Oklahoma State University, 1989
- Lang, Thomas K., BS, Ohio State University, 1967; MA, Ohio State University, 1969; MFA, Ohio State University, 1970
- Langston, Michael Joseph, BA, Webster University, 2020
- Lanier, Julie Marie, MA, Fontbonne University, 2008; BA, Fontbonne University, 2003
- Lanier, LeVette, BA, St. Leo College, 1996; MSA, Central Michigan University, 2000; BA, Fontbonne University, 2003; MA, Fontbonne University, 2008
- Laskis, Timothy Allen, BA, Rutgers University Co, 1995; MA, Calif School Professional Psych, 2000; PhD, Alliant International University, 2003
- Lassetter, Jacob Garland, BM, Louisiana State University A & M College; DM, University Cincinnati; MM, University North Texas
- Launius, John Merritt, BA, Webster University, 2014
- Lawler, Steven Jerome, BS, Rockford College, 1981; MDIV, Seabury-Western Theological Sem, 1984; STM, Yale University, 1988; EMBA, Washington University, 1997; EDS, Columbus State University, 2015; MED, Maryville University of St Louis, 2003; BS, University Missouri/Columbia, 1995
- Lawshee, Jayson Mark, BFA, Webster University, 2020
- Le Hanaff, Loic, MA, University of Toulouse Jean Jaures, 2024
- Leassner, Sarah Anne, BS, Missouri State University, 2001; MA, Saint Louis University, 2004
- Leberg, Catherine, BFA, Washington University, 2014; MFA, Maryland Institute College of Art, 2019
- Lee, Kerry Christine, BA, Truman State University, 2013; MED, University Missouri/Columbia, 2015
- Lee, Melynda, BFA, University North Florida, 1985; MBA, Webster University, 2010; MA, Webster University, 2022
- Lee, Patrick Nellis, MHA, Washington University, 1994; BS, Truman State University, 1979
- Lee-Johnson, Yin Lam, PhD, Ohio State University, 2012; MA, Chinese University, 2006; BA, University Hong Kong, 2002
- Leeson, Jeffrey Brian, BS, University Pittsburgh, 1968; MBA, University New Haven, 1982; MS, Rensselaer Poly Inst, 1995; DMGT, Colorado Technical University, 2013; MS, University North Dakota Grand Fo, 2017; MA, Webster University, 2022
- Lefler, Edward Roy, BEVD, University Kansas, 1984; MA, Bellevue University, 1995
- Lehnbeuter, Shannon, BA, University Missouri/St Louis, 2002; BA, University Missouri/St Louis, 2002; MBA, Northwest Missouri State University, 2023
- Lemmon, Eric Charles, PhD, Stony Brook School, 2022; AD, University Miami, 2012; MM, The New School, 2011; BM, New York University, 2009
- Lennon, Deborah Ann
- Lenox, Mark Hamilton, BS, U.S. Coast Guard Academy, 1988; MS, Missouri University of Science and Technology, 2001
- Leopold, Joy Kathleen, PhD, University Miami, 2018; MS, University Texas Dallas, 2012; BA, Louisiana State University, 2010
- Levin, Allison Rose, JD, Washington University; MA, Southern Illinois University-Edwardsville
- Lewis, Travis R., MM, Southern Illinois University-Edwardsville, 2005; BM, Southern Illinois University/Edw, 2003; DMA, University Illinois Urbana-Champ, 2016; MBA, Webster University, 2025
- Lhotak, Christopher, BBA, Fontbonne University, 1997; MA, Webster University, 2001
- Li, Xue, PhD, University Texas San Antonio, 2023; MS, Liaoning Radio & TV University, 2012; BS, Liaoning Radio & TV University, 2009
- Lichtenberg, Angelique Marie, BA, Webster University, 2003; MAT, Webster University, 2009
- Liebig, Edward, MS, Capella University, 2011; BS, University Phoenix, 2011
- Liefer, Andrea, BSN, Saint Louis University, 2002; BS, University Illinois Urbana-Champ, 2001; MS, Webster University, 2010; BS, University Illinois Urbana-Champaign, 2001; BSN, Saint Louis University, 2002; DNAP, Webster University, 2021
- Lin, Jen-Hsiang, BAGR, University Chinese Culture, 1975; MS, National Chung Hsing, 1977; PhD, North Carolina State University, 1987
- Link, John Curtis, BS, Indiana State University, 2007; MS, Indiana State University, 2016; MET, Webster University, 2020; BS, Indiana State University, 2007; EDD, Webster University, 2023
- Llufrio, Joan E., BS, Colorado State University, 1979; MS, University Missouri/St Louis, 2007
- Loebl, Scott Bernhard, BA, Washington University, 1984
- Logan, Kevin Ontario, BS, Bowie State University, 2004; MSA, Central Michigan University, 2005; PhD, Chicago School of Prof Psychology, 2022

- Long, Michael Dennis, BA, University Missouri/St Louis, 1992; MA, Webster University, 2013
- Longworth, Bruce, BA, College of Wooster, 1978; MFA, Indiana University Bloomington, 1981
- Lonsway, Francis Anthony, BA, University Dayton, 1961; BA, Assumption College, 1963; MA, University Minnesota Twin Cities, 1964; MA, Assumption College, 1965; PhD, University Minnesota Twin Cities, 1967
- Lore, Caitlin Christine, BA, Webster University, 2015; MA, University Kent, 2017
- Losada-Tindall, Tess A., CMFA, Washington University; BA, Illinois State University, 2014
- Lowery, Leonard R., BS, South Carolina State University; MA, Webster University, 1996; DBA, Baker College Flint, 2017; MPA, Troy University, 2003
- Lowrie, Julie M., BA, University Calif San Diego, 1977; MS, Utica College, 2008; JD, American College Law, 1983; MS, Calif Institute Arts, 2010
- Loyet, Michelle, MA, University Missouri/Columbia, 1998; PhD, University Illinois Urbana-Champ, 2003
- Lucas, Cartelia Patrice, BA, Webster University, 2000; MAT, Webster University, 2005; EDS, Webster University, 2013; EDD, Missouri Baptist University, 2020
- Lucas, Jane Emily, BA, Saint Louis University, 1994; MA, Webster University, 2013; EDS, Webster University, 2015
- Lueking, Arthur L., AB, Washington University, 1963; MFA, Yale University, 1966
- Lum, Beverly Jean, BA, University Calif Irvine, 1975; MA, University Calif Berkeley, 1986; PhD, University Calif Berkeley, 1992
- Lund, Deborah, PhD, Washington University, 1986; MA, Washington University, 1981; BA, Oberlin College, 1979
- Lynch, Kenneth Charles, BA, St Leo College, 1989; MBA, Fontbonne University, 1997
- Lynn, Dawn C., BS, University Missouri/Columbia, 2001; MA, Webster University, 2019
- Lynn, Mark Timothy, BSED, University Missouri/St Louis, 1998; MAT, Webster University, 2002
- Macanufo, James, BJ, University Missouri/Columbia, 2000
- MacCartney, Danielle, MA, University Calif Irvine, 2001; PhD, University Calif Irvine, 2005; BA, New Mexico State University, 1999
- Macdonnell, Patricia Jane, BMED, Southeast Missouri State University, 1978
- Mack, Warren, EDD, Virginia Tech, 1992; MS, Hallmark Institute Technology, 2021; MS, Central Connecticut State University, 1989; BS, State University, 1979
- Madison, Laurel Anne, PhD, Loyola University Chicago, 2003; MA, Loyola University Chicago, 1991; BA, Skidmore College, 1989
- Magnus, Sonette, BA, University Toronto, 2006; JD, Emory University, 2009
- Mahan, Jessica Marie, BS, Truman State University, 2007; MA, Truman State University, 2009
- Maher, Peter E., BSC, University Wales, 1982; MSC, University Wales, 1983; PhD, University Wales, 1986
- Mahfood, Stephanie Lynn, BA, Calvin University, 1993; MAT, Webster University, 1999; PhD, University Illinois Urbana-Champ, 2008
- Malhotra, Neha, BA, University Delhi, 2003; MA, University Delhi, 2007; MBA, Webster University, 2013
- Mallory, Leslie Jane Allnatt, DMA, University Iowa, 2016; MM, University Louisville, 2008; BM, Morehead State University, 2004
- Malone, Greg Arthur, BA, Case Western Reserve University, 1997; MA, Webster University, 2019
- Manor, Jermaine Darrell, MM, University South Alabama, 2005; BM, Auburn University, 2003
- Manos, Cassandra Kaiser, MA, University Baltimore; MBA, Loyola University Maryland; BA, Loyola University Maryland
- Mansouri, Soheil, PhD, Florida State University, 2018; MS, Florida State University, 2013; BA, University of Garmsar, 2005
- Mantese, Mysteria Z, BA, Webster University, 2019
- Marcella, Albert J., BS, Bryant University, 1977; MBA, University New Haven, 1982; PhD, Walden University, 1995
- Marchant, Russell Alan, BS, Maryville University of St Louis, 1981; MA, Webster University, 1984; BA, Notre Dame College, 1975; MAT, Webster University, 2005
- Martin, Claire, PhD, University Missouri/St Louis, 2022; MED, University Missouri/St Louis, 2016; MA, Hunter College, 2006; BS, Brooklyn College, 2001
- Martin, James A., BA, Saint Louis University, 1981; MM, Eastman School of Music, 1984
- Martin, Leonard Kent, BJ, University Missouri/Columbia, 1976
- Martin, Nora May, BS, Park University, 1990; MBA, Webster University, 1999; DBA, Nova Southeastern University, 2003
- Martin, Paula June, BS, University Missouri/Columbia, 1980; MME, University Missouri/St Louis, 2001; MA, Southern Illinois University/Edw, 2002
- Martin, Susan Ryan, MM, University Illinois Urbana-Champ, 1983; BA, Saint Louis University, 1981
- Martin-Donald, Kimberly Angela, PhD, University Florida, 2010; EDS, University Florida, 2005; MED, University Florida, 2005; BS, University Florida, 2000
- Marty, Cheryl, BLS, St. Louis University, 1997; MIB, St. Louis University, 2013
- Mason, Amanda Carolyn, BA, Webster University, 2006; MA, Webster University, 2015
- Massey, Mayra Alejandra, BA, University Texas Arlington, 2012; MMFT, Abilene Christian University, 2014
- Mathiesen, Joseph T., BA, Benedictine College, 2010; BA, Webster University, 2015; MA, Webster University, 2017
- Matsuura, Airi, BA, Ibaraki Christian University, 2021; MEd, University of Central Oklahoma, 2024
- Maurer, Eugene Joseph, BSBA, University Dayton, 1981; MBA, University Dayton, 1982
- Mayali, Haider Murtadha, BS, University Baghdad, 2007; MBA, Webster University, 2015
- Mayo, Nancy, BA, Bob Jones University, 1976; MA, Bob Jones University, 1978
- Mazzella Chace, Adelia F, BHS, University Missouri/Columbia, 2001; MA, New York University, 2005
- Mbengue, Fatou, MBA, Park University; BS, Park University
- McAllister, Kimberly Regina, BA, Wheaton College, 1988; MM, Westminster Choir College, 1996
- McCann, Jennifer Marie, BA, Webster University, 2009; MA, Webster University, 2013
- McCarthy, Tracey C., BA, Webster University, 1989; MA, Widener University, 1994; JD, Widener University; PsyD, Widener University, 1996; MA, Webster University, 2013
- McClain, Shannon Elizabeth, MA, University Texas Austin, 2012; PhD, University Texas Austin, 2014; BA, Miami University Oxford, 2008
- McClellan English, Lucy, BA, University of Redlands; MA, University of Illinois at Urbana-Champaign
- McClure, Scott Trotter, BS, University Missouri/St Louis, 1986; MBA, Maryville University of St Louis, 1993; PhD, University Missouri/St Louis, 2011
- McCool, Kyle Diane, MSED, Indiana University Bloomington, 2005; BMED, University Tulsa, 2000
- McCormick, Matthew P., MS, Depaul University, 2005; MBA, Lake Forest School Management, 1999; BS, University Virginia, 1988; PhD, Capitol Technology University, 2022
- McCracken, Lindsay Anne, BA, Webster University, 2002; MAT, Webster University, 2006
- McDaniels Swearingen, Lindsay L, BA, Webster University, 2016; MA, Saint Louis University, 2021

- McEady, Erasmus Walter, BA, Chapman University, 1981; MA, Webster University, 1994; EDD, La Salle University, 1996; PhD, Capella University, 2009
- McFadden, Ashley Nichole, BS, Webster University, 2021; MS, Webster University, 2022
- McFarlan, Susan J., BSN, Saint Louis University, 1986; DNP, University Kentucky Lexington, 2015
- McGilvray, Daniel Scott, BA, University Calif Los Angeles, 2001
- McGowan, Ronald Lee, BA, Pomona College, 1986
- McGrath, Kimberly Marie, BA, Truman State University, 1998; MA, Webster University, 2008; EDD, Webster University, 2023
- McIlhaney, Anne, BA, Wheaton College, 1987; MA, University Virginia, 1993; PhD, University Virginia, 1998
- McIlvaine, Spencer A., BA, University Missouri/Columbia, 1999; JD, University Missouri/Columbia, 2003; MS, Webster University, 2019
- McInerny, Mary Jo, MA, Rollins College, 1984; BS, College of Charleston, 1981
- Mcintire, William Knowles, BA, Webster University, 2009; MA, University Warwick, 2011; PhD, University Warwick, 2016
- McKay, Heather, BA, University London, 1972; PGCE, University of Chester, 1973; MA, University Essex, 1981; EDD, Exeter University, 2006
- McLaughlin, Dorcas Elisabeth, BSN, University Missouri/Columbia, 1973; MSN, University Missouri/Columbia, 1975; PhD, University Missouri/St Louis, 2002
- McManus, Laurie K., BA, Culver-Stockton College, 1977; MA, Pittsburg State University, 1980; PhD, University Missouri/St Louis, 2007
- McMullen, Victoria Budzinski, BA, Fontbonne University, 1981; MA, Lindenwood University, 1986; PhD, University Missouri/Columbia, 2000
- McMullin, Sara, BA, Webster University, 2014; MS, Saint Louis University, 2018; PhD, Saint Louis University, 2020
- McNichols, Tyrone J., BS, University of Central Missouri, 1988; MED, University Missouri/St Louis, 1991; EDD, University Missouri/St Louis, 1999
- Meadows, James Steven, BA, Wichita State University, 1985; MA, Webster University, 1998
- Meers, Connor James Kenjiro, BFA, Webster University, 2018
- Meesey, Christian J., MFA, University Hartford, 2023; BFA, Miami International Univ of Art & Design, 2003
- Megits, Nikolay, MBA, Augsburg College, 2007; DPE, Ukrainian Free University, 2009
- Meinert, Holly Elise, BS, Full Sail University, 2011
- Melching, Jeffrey, MS, Depaul University, 2001; BS, Truman State University, 1998
- Mench, Michelle C., EDD, Walden University, 2015; MS, Arizona State University, 1997; BS, Arizona State University, 1994; MBA, Webster University, 2022
- Menendez, Douglas A., MBA, Saint Louis University, 1985; BSBA, Saint Louis University, 1980
- Merz, Jonathan, MA, Lindenwood University, 2017; BS, Lindenwood University, 2013
- Metaferia, Tefera, EDD, Grand Canyon University, 2021; MS, Lindenwood University, 2013; MS, Addis Ababa University, 1999; BA, Addis Ababa University, 1994
- Meyer, Dixie Dawn, BS, Missouri State University, 2000; MED, University Missouri/St Louis, 2005; PhD, University Missouri/St Louis, 2008
- Meyr, Elizabeth Anne, PhD, Saint Louis University, 2019; MA, Saint Louis University, 2006; BA, Saint Louis University, 2004
- Micklautz, Nathan, BS, McKendree University, 2017; BS, St. Louis University, 2018; DNAP, Webster University, 2023
- Mihalick, Sheila Marie, BA, Texas A & M University College STN, 1991; MS, University Mass Boston, 2006; PhD, University Texas Arlington, 1997; MS, University Texas Arlington, 1995; MA, Webster University, 2017
- Milczewski, Joseph A., MBA, University South Carolina, 2010; BS, Kent State University, 1983; DBA, Baker College Flint, 2015
- Miller, Andrea D., BA, Truman State University, 1995; MA, American University, 2003; PhD, American University, 2006
- Miller, Donald Cameron, BS, Southern Illinois University/Edw, 1987; MA, Webster University, 2008
- Miller, Laura A., BSBA, Colorado State University Pueblo, 1992; MBA, Webster University, 1995; MA, University Missouri/St Louis, 2019; BA, University Missouri/St Louis, 2016
- Miller, Melvin Thomas, BSBA, University South Carolina, 1988; MBA, Webster University, 1999
- Miller, Mitchell, DBA, Nova Southeastern University, 2006; MBA, Pace University New York City, 1985; BA, Brooklyn College, 1974
- Miller, Steven P., BA, Goshen College, 1999; MA, Vanderbilt University, 2002; PhD, Vanderbilt University, 2006
- Miller-Struttmann, Nicole E., BS, Loyola University Chicago, 2003; PhD, Washington University, 2011
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- Mishriki, Maher Hakim, BCOM, University Cairo, 1978; MBA, Webster University, 1987
- Mitchell, Brett E., BS, Lindenwood University, 2013; MA, Lincoln University, 2015; CMBA, Lindenwood University, 2017; MS, Webster University, 2016
- Mitchell, Heather Hite, BS, Lambuth University, 2000; MS, University Memphis, 2003; PhD, University Memphis, 2005
- Monard, Amanda, JD, Northwestern California Univ School of Law, 2011; BA, University Calif Irvine, 1990
- Monroe, Jinnae Nicolette, BS, Park University, 1993; MHS, University Great Falls, 1996
- Montgomery, LaQuita Spivey, PhD, University Calif Santa Barbara, 2017; MS, Florida State University, 2001; BA, Auburn University, 1999
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- Moore, Alan E., BSED, Ohio University, 1973; MED, Boston University, 1993
- Moore, Caprice C., BA, Webster University, 2003; MA, Webster University, 2007; DMGT, Webster University, 2015
- Moore, Shawn Wesley, BS, St Louis Community Coll/Forest Park, 1996; BS, University Missouri/St Louis, 1999; MBA, Webster University, 2004
- Moore, Zahria Imani, MA, University Maryland College Park, 2021; BA, University Missouri/Columbia, 2019; BA, University Missouri/Columbia, 2019
- Moore-Chambers, Robin, BSW, Saint Louis University, 1989; MSW, Saint Louis University, 2000; PhD, University Missouri/St Louis, 2010
- Moriarty, Paul Veatch, BA, University Virginia, 1987; PhD, University Colorado Boulder, 1997
- Moro, Steven Allen, BSBA, University Missouri/St Louis, 1985; MS, Fontbonne University, 2005; MBA, Webster University, 2008; BS, Washington University, 2000
- Morris, Larry Christopher, BA, Webster University, 2008; MA, Webster University, 2016
- Morrissey, Patricia Ann, BA, Rockhurst University, 1978; MA, Southern Illinois University/Edw, 1992
- Morse, Donald J., BA, Kent State University; MA, Kent State University
- Morse, Kimberly Ann, BA, Kent State University, 1994; MA, Kent State University, 1996; PhD, Saint Louis University, 2016
- Moses, Joel, MFA, Northern Illinois University, 2013; BFA, University of Central Missouri, 2006

- Moss, Delisa Denise, BS, Friends University, 2010; MA, Webster University, 2012; MA, Webster University, 2015
- Mossotti, Travis M., BA, Webster University, 2005; MFA, Southern Illinois University/Car, 2010
- Mosud, Yinusa Olumoye, PhD, University of Kwazula-Natal, 2017; MSC, National Open University of Nigeria, 2013; MIT, Ladoke Akintola University of Technology, 2005; BS, West End University College, 2022; BENG, Ondo State University, 1995
- Mouw, Alex, MFA, Purdue University West Lafayette, 2017; BA, Hope College, 2014
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- Muehlbach, Mark Joseph, BA, Saint Louis University, 1979; MS, Saint Louis University, 1985; PhD, Saint Louis University, 1992
- Muehlenbeck, Samantha Marie, BA, Webster University, 1993; MAT, Webster University, 2003
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- Mueller, Daniel Karl, PhD, University Missouri/Columbia; MPA, University Missouri/Columbia; MA, Calif State University Domin Hil, 1972; BA, Benedictine College
- Mueller, Emily, MFA, Washington University, 2020
- Munday, Donald R., BS, Friends University, 1987; MS, Friends University, 1989; EDD, Oklahoma State University, 2002
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- Murphy, James John, MPH, University Michigan Dearborn; BS, Rutgers University
- Murray, Brittany, MS, Saint Louis University, 2015; BS, Saint Louis University, 2012
- Musangali, Muthoni Kimemia, PhD, University Central Florida, 2006; MA, Heidelberg College, 2003; BED, Kenyatta University, 1993; MA, Heidelberg College, 2003; PhD, University Central Florida, 2006
- Mussman, Amy Denise Carpenter, BA, University Kansas, 1988; EDD, University Missouri/St Louis, 2019; MA, University Illinois Chicago, 1992
- Muyco-Tobin, Patricia, BJ, University Missouri/St Louis, 1994
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- Nappa, Carl
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- Neale-Oestreicher, Stephen, BA, Berklee College of Music, 2003
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- Neimer, Vitaly, BS, Webster University, 2015; MBA, Webster University, 2017
- Nenninger, Nathan, MS, Maryville University of St Louis, 2020; BS, Saint Louis University, 2019
- Neumann, John, BA, Tabor College, 2016
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- O'Connor, Kate Scott, BA, Webster University, 1994; MA, Webster University, 2008; EDD, Webster University, 2023
- Olliges, Ralph, Jr., BA, Saint Louis University, 1981; MA, Saint Louis University, 1983; PhD, Saint Louis University, 1988; MBA, Saint Louis University, 1991
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- Ono, Jennifer M, MA, Western Governors University, 2010; MA, Western Governors University, 2010; BS, Eastern Illinois University, 1990; EDD, Webster University, 2024
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- Oser, Danielle LeAnne, BA, University Utah, 1997; MA, Lindenwood University, 2010; MET, Webster University, 2022
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- Parise, John Daniel, MS, Illinois State University, 2014; BS, Illinois State University, 2001
- Parise, Megan, SSP, Northern Illinois University, 2006; MA, Northern Illinois University, 2004; BA, Northern Illinois University, 2003

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- Parscale, Steven, PhD, Northcentral University, 2014
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- Parsons, Katharine E., BA, University Nevada Reno, 1994; AM, Washington University, 1997; PhD, Washington University, 2000
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- Powers, Mark A., MA, Covenant Theological Seminary, 1997; BS, University Illinois Urbana-Champ, 1982
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- Ravindran, Mani, MS, Washington University, 2022
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- Rayburn, Samuel Houston, BA, Webster University, 2011; MFA, Savannah College of Art/Design, 2024
- Rayhel, Elizabeth, PhD, Indiana State University, 1988; BA, University Missouri/St Louis, 1979
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- Reed, Nina Brown, BFA, Webster University, 1989

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- Reilly, Terri F., BA, University Missouri/St Louis, 1984; MFA, Webster University, 2018
- Reisz, Adam G., BA, Pennsylvania State University, 1986; MA, Webster University, 2017
- Rezaei, Sina, BBA, University North Florida, 2001; MBA, University North Florida, 2005
- Rhiney, Eric F., BS, University of Central Missouri, 1995; MBA, Webster University, 2002; PhD, Saint Louis University, 2011
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- Rice, Saint, Jr., EDD, Maryville University of St Louis, 2015; MS, Lindenwood University, 2010; BA, Lindenwood University, 2008
- Ricker, Jeffrey Alan, BJ, University Missouri/Columbia, 1991; BS, Webster University, 2001; MFA, University British Columba, 2014
- Ridgely, Thomas E., BA, Indiana University Bloomington
- Ridings, Zachary, BA, Webster University, 2021
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- Rivers, Latonya Sherise McFadden, BS, Webster University, 2009; BA, Webster University, 2009; MBA, Webster University, 2013
- Rivers, Willie James, III, MS, Saint Louis University, 2017; BS, Saint Louis University, 2014; CDBM, University Missouri/St Louis, 2024
- Roach, Nicole Ninette, BA, Webster University, 2005; MA, Webster University, 2006; MA, Webster University, 2010
- Roberts, Joe S., MA, Depaul University; PhD, University Chicago, 2001
- Roberts, Rachel Ann, BA, Webster University, 2013
- Roberts, Stephen Roy, BBA, Stephen F Austin State University, 1981; MBA, Webster University, 2000; MA, Webster University, 2003
- Robinson, Christopher D., BA, Truman State University, 2006; MED, University Hawaii Manoa, 2008
- Robinson, Myra Nadine, BA, Fayetteville State University, 2005; MA, Webster University, 2007; PhD, Walden University, 2016
- Rochette, Arthur Paul, BA, University Colorado Boulder, 1976; MIM, American Grad School International Management, 1985
- Rockwell, Rena Marie, BA, Webster University, 1986; MAT, Webster University, 1993; EDS, Webster University, 2004; EDD, William Woods University, 2015
- Rodney, Basiyr Desmond W., BA, University West Indies, 1996; MS, University West Indies, 1998; MED, Florida Atlantic University, 2000; EDD, Florida Atlantic University, 2006
- Rodney, Tamara Keisha Ann, BA, Florida Atlantic University, 2001; MA, Webster University, 2011; BA, Florida Atlantic University, 2001
- Rogers, Deborah, EDD, Saint Louis University, 2016; MA, University Missouri/St Louis, 2012; MA, University Pittsburgh Greensburg, 2010; BA, Rhodes College, 2008
- Roman, Alan Panopio, MSIM, Washington University, 1996; BS, University Missouri/Columbia, 1984
- Roop, Robert Gerard, BA, Roanoke College, 1974; MA, Towson University, 1976
- Rose, Breon, MA, Adler University, 2015; BA, North Carolina Central University, 2012
- Rosenblum, Warren A., PhD, University Michigan/Ann Arbor; BA, Cornell University; MA, University Michigan/Ann Arbor, 1992
- Rossi, Cindy M., BBA, Middle Tennessee State University, 1981; MBA, Fontbonne University, 1988; PhD, Saint Louis University, 2010
- Roth, Lauren Alessa, MFA, California State University Dominguez Hills, 2020; BFA, New York University
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- Ruder, Daniel James, BA, Webster University, 2006
- Russ, Arianna, BA, The University of Iowa, 2013; BS, The University of Iowa, 2013; MFA, The University of Iowa, 2018
- Rustemeyer, John Edward, BA, Grand Valley State University, 1967; MA, Northern Illinois University, 1971; PhD, Saint Louis University, 1975
- Ruth, Brian Christopher, BA, Webster University, 2017; MA, Webster University, 2019
- Rutledge, Barbara Jean, BFA, Webster University, 2001
- Sabharwal, Surinder Kumar, MS, Saint Louis University, 1970; EDS, Southern Illinois University/Edw, 1974
- Sagovac, Christopher Samuel, BA, Webster University, 1996; MA, Webster University, 2005
- Saitz, Matthew Thomas, BS, Missouri State University, 2007; MA, Webster University, 2014
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- Saleh, Hanadi Kassam, BA, Lebanese University, 1993; EDS, Florida Atlantic University, 2004; MED, Florida Atlantic University, 2001; MED, Florida Atlantic University, 1999; EDD, Nova Southeastern University, 2007
- Salini, Hitomi Taguchi, BA, Seijo University, 1995
- Salisbury, Frank, BA, Webster University, 2014; MA, Webster University, 2017
- Sanjay, Megha, BA, University of California, San Diego, 2023; MIA, University of California San Diego, 2024
- Sasek, Samantha Elaine, MSW, Washington University, 2014
- Sastry, Angela Lynn, MA, Lindenwood University; MA, Southern Illinois University/Edw; BA, Southern Illinois University/Edw; PH. D, University of Cumberlands
- Savage, Nicholas Lorenzo, BM, Webster University, 2012; MM, Webster University, 2015
- Sawyer, Benjamin
- Sawyer, Caleb, BA, Illinois College, 2014
- Saxena, Manisha, BA, 1993; MA, 1995
- Saxena, Piyush, MBA, Johnson & Wales University, 2000; BS, Nova Southeastern University, 1994
- Scallet, Rebekah, BA, Brandeis University, 2000; MFA, Illinois State University, 2009
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- Scheffer, Brian C., BA, Lindenwood University, 2000
- Schmidt, Carol Ann, BM, Webster University, 1977; MM, Webster University, 2002
- Schmitt, John Joseph, BA, Webster University, 1986
- Schoellhorn, Lauren Colleen, BSED, University Missouri/St Louis, 2005; MA, Webster University, 2012
- Schoewe, Moira Castillo, BS, University Philippines, 2001; MA, Webster University, 2021
- Schroeder, Brynne Gabrielle, PhD, Fielding Graduate University, 2020; MS, Western Illinois University, 2016
- Schroeder, Stephanie, BS, Purdue University West Lafayette, 1989; PhD, Vanderbilt University, 1997

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- Schuering, Leann Brouilette, MM, University Illinois Urbana-Champ, 2006; DMA, University Michigan/Ann Arbor, 2014; BA, University Chicago, 2004
- Schulenburg, William E.
- Schuler, Stacey Lynn, BA, Webster University, 2008; MAT, Webster University, 2011
- Schultz, John William, BS, Missouri University of Science and Technology, 1984; MBA, Saint Louis University, 1991
- Schulz, James Michael, MAED, Maryville University of St Louis, 1988; BA, University Dayton, 1978
- Schuster, Joseph Michael, BS, Northwestern University, 1974; MFA, Warren Wilson College, 1991
- Scola, Tasha, BA, Webster University, 2006; MED, University Missouri/St Louis, 2013; MED, University Missouri/St Louis, 2013
- Scott, Bradford G., BA, Westminster College, 1985; MBA, Saint Louis University, 1991; PhD, Saint Louis University, 1998
- Scott, Roger Franklin, BS, University South Carolina, 1986; MBA, Lehigh University, 1993
- Scully, Jonathan Peter, BFA, Webster University, 2022
- Segreaves, Michael D., BA, Columbia College, 2012; MS, Webster University, 2018
- Seifert, Barbara Ann, BSW, West Virginia University, 1980; MSW, Florida State University, 1990; PhD, Barry University, 2006
- Sellers, Joshua Dale, BA, Webster University, 2011; MFA, Depaul University, 2013
- Sencibaugh, Joseph M., MAT, Saint Louis University, 1988; BA, Saint Louis University, 1986; PhD, Saint Louis University, 1996
- Serfass, Thomas Dean, AB, Washington University, 1984; MA, University Missouri/St Louis, 1990; AB, Washington University, 1984
- Shah, Rob, PhD, Northcentral University, 2018; MBA, Keller Graduate School Management, 2017; BS, Arizona State University, 1992
- Shao, Kun Quinn, MS, University Wyoming, 2001; MED, Simon Fraser University, 1990; BA, Shandong University, 1981
- Shapiro, Jan Ann, BA, Howard University, 1978; MED, Cambridge College, 1988
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- Sheehy, Mary Elizabeth, BA, Wake Forest University, 2012; MA, Webster University, 2014
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- Sheppard, Gary Philip, MS, Syracuse University, 2020; BS, Devry Institute of Technology, 2015
- Sheridan, Martina Brigid, BA, National University Ireland, 1985
- Sherman, Simon, BA, Millsaps College, 2016; MA, Mississippi State University, 2019; PhD, University of Memphis, 2024
- Shew, Justin J., PhD, Southern Illinois University/Car, 2016; MS, Missouri State University, 2004; BS, Truman State University, 2001
- Shoemaker, Amanda Marie, BSN, Webster University, 2019; MSN, Webster University, 2021
- Shogren, David Eric, MBA, Washington University, 1989; BA, Ripon College, 1984
- Shostak, Grant, EDD, Lindenwood University, 2019; MS, University of Central Missouri, 2014; JD, University Missouri/Columbia, 1996; BGS, University Missouri/Columbia, 1993
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- Shulman, Brent Samuel, BS, Indiana University Bloomington, 2008
- Siler, Michele Friedman, BFA, Webster University, 1986; MFA, University Missouri/Kansas City, 1991
- Silverberg, Jennifer L., AB, Washington University, 1993
- Simek, Cory, MIB, Saint Louis University, 1998; BA, Lindenwood University, 1990
- Simmons, Charles E., Jr., MBA, Washington University, 1994; BS, Truman State University
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- Singh, Pradeep, PhD, Mississippi State University, 1999; MSC, Haryana Skill Development Institute, 1991; BSC, Kurukshetra University, 1988
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- Sloey, Andrew Michael, BFA, Webster University, 2002
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- Smith, Alexanderia Tanon, BA, University North Carolina Charlotte, 1999; MED, University Georgia Athens, 2001; PhD, University South Georgia, 2007
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- Smith, Dustin Bradley, BS, University Idaho, 2009; PhD, Washington State University, 2013
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- Smith, William Michael, BBA, University Oklahoma; MS, Air Force Inst Tech; BS, William Carey College, 1982; MBA, William Carey College, 1984; MS, University Southern Mississippi, 1986; DMGT, Webster University, 2020; BS, College of Charleston, 1974; MS, Clemson University, 1984
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- Steimel, Ethan
- Stellyes, Laurita L., BS, Kansas Newman College, 1977; ND, National University of Natural Medicine, 1979
- Stepanek, Katherine Joan, BFA, Webster University, 2012
- Stephens, Kenneth Emanuel, BA, St Leo College, 1993; MPA, Troy University, 1995; PhD, Walden University, 2004; MA, Liberty University, 2014
- Stevens, Annie Esther, BA, Eastern Nazarene College, 1975; MA, University Rochester, 1978; PhD, University Rochester, 1984
- Stevens, Drew Jeffrey, BA, Rutgers University, 1984; MBA, University Phoenix, 1998; PhD, Capella University, 2005
- Stevens, Scott Harvey, MPA, University Missouri/Columbia, 2006; BA, Saint Louis University, 1998
- Stewart, Christina
- Stewart, Jennifer Rae Violett, BA, Webster University, 2001; MA, Webster University, 2003
- Sticksel, Ferris Michael, BSIE, Saint Louis University, 1969; MBA, Lindenwood University, 1985
- Stieven, John Sesto, MS, Air Force Inst Tech, 1993; MS, Central Michigan University, 1988
- Stimpfl, Joseph Richard, AB, University Missouri/Columbia, 1971; MED, University Missouri/Columbia, 1976; MA, University Pittsburgh, 1986; PhD, University Pittsburgh, 1990
- Stoltz, Stephen Allen, BS, Troy University, 2006; MA, Webster University, 2015
- Stone, James A., BS, Friends University; MS, National Intelligence University, 2007
- Stout, Megan L., MM, Indiana University Bloomington, 2007; BM, Indiana University Bloomington, 2003
- Strauser, Jonathan Christian, BA, Webster University, 2016; MA, Webster University, 2018
- Street, Jutta Margarete, MS, North Carolina State University, 1986; PhD, North Carolina State University, 1994
- Streetman, China, BAS, Georgia Military College, 2020; MA, Webster University, 2023
- Strickland, Scott Howard, BS, University Missouri/Columbia, 1986; MBA, Baker University, 1992; MS, Webster University, 2019
- Stringer, Karen W., BA, University Nairobi, 2006; MA, Ohio State University, 2009; PhD, Ohio State University, 2014
- Stroble, Paul Edward, BA, Greenville University, 1979; MDIV, Yale University, 1982; PhD, University Virginia, 1991
- Stulce, Jill Marie, BSN, University Missouri/Columbia, 1988; MSN, Southern Illinois University/Edw, 1998; PhD, Virginia Commonwealth University, 2016
- Sullivan, Brady, PhD, University Missouri/St Louis, 2021; MA, University Illinois Springfield, 2014; BS, Illinois State University, 2010
- Sullivan, Kevin Dewayne, Sr., BS, University Phoenix, 2002; MA, Webster University, 2005
- Sullivan, Terrence Daniel, MIB, Saint Louis University, 2006; BA, Maryville University of St Louis
- Sun, Gang David, BS, Tsinghua University, 1987; MS, Missouri University of Science and Technology, 1996; MS, Missouri University of Science and Technology, 1997
- Sundhausen, Angela Sue, BA, Webster University, 1993; MAT, Webster University, 1996
- Suo, Xiaoyuan, BS, Georgia State University, 2004; MS, Georgia State University, 2006; PhD, Georgia State University, 2009
- Swoboda, Ariel, BA, Webster University, 2017; MA, Southern Illinois University/Edw, 2021
- Tackes, Linda Margaret, BS, Maryville University of St Louis, 1986
- Takes, Peter Arthur, BS, Clarkson University, 1979; PhD, Indiana State University, 1985
- Talakanti, Yugandhar, BE, Bangalore University, 2001; MS, Webster University, 2019
- Tamarkin, Nicholas H., PhD, Washington University, 2015; MFA, University Wisconsin Madison, 2002; AB, Washington University, 1996
- Tamashiro, Roy T., BA, University Hawaii Manoa, 1969; MED, University Hawaii Manoa, 1971; EDD, University Mass Amherst, 1976
- Tanaka-McFarlane, Yuki, PhD, Southern Illinois University/Car, 2018; MA, Southern Illinois University/Car, 2008; BA, Ibaraki University, 2002
- Tashman, Souzana, BA, University Jordan, 2016
- Tattitch, Dianne, MSC, Washington University; BSC, Maryville University of St Louis
- Taylor, Amanda C., BS, Indiana University Bloomington, 1987; MM, Webster University, 1991
- Taylor, Sara Beth, MA, Indiana University Bloomington, 2011; BA, Yale University, 2005; BA, Yale University, 2005; MA, Indiana University Bloomington, 2011
- Teeter, Lara, BA, Oklahoma City University, 1978
- Tempia, Frank N., MIM, Washington University, 1993; MBA, Washington University, 1993; BS, Southern Illinois University/Edw, 1971
- Tetlow, Ellen, BA, Depauw University, 1981; MAED, Washington University, 1982; MSW, Washington University, 1983
- Thatcher, Linda Marie, MED, National-Louis University, 1993; BA, University West Florida, 1968
- Thayer, Stephanie M., BA, Webster University, 2007; MBA, Webster University, 2009
- Thies, Jeanie, BA, University of Missouri-Columbia, 1983; MA, University of Missouri-St. Louis, 1985; MA, University of Missouri-St. Louis, 1996; PhD, University of Missouri-St. Louis, 1998
- Thomas, Edmond J., BA, University Missouri/St Louis, 1991; MM, University Missouri/Columbia, 1998
- Thomas, James D., BA, Park University, 1978; MSW, University South Carolina, 1991; MA, Macquarie University, 2003; BMED, Sydney Conservatorium of Music, 1980; MS, Georgia Institute of Technology, 2016; BS, Southern Illinois University/Edw, 1987
- Thomas, Kevin P., MS, Capella University, 2016; BS, Park University, 2008
- Thompson, Emily E., BA, Duke University, 1991; MA, University Pennsylvania, 1992; PhD, University Pennsylvania, 1996
- Thompson, Rachel Blair, BA, Webster University, 2018

- Thrasher, Maddison Leigh, MS, Simmons College, 2021; BS, Missouri State University, 2018
- Throgmorton, Cheryl Ann, BA, Webster University, 1993; MA, Webster University, 1995; EDD, University Saint Thomas, 2011
- Timmermann, Karl N, BA, Webster University, 2003; MA, University Kent, 2004
- Tinnin, Steffany Alysse, MA, Liberty University, 2016; BS, Liberty University, 2011
- Tippin, William A., IV, BSPA, University Arkansas Fayetteville, 1973; MPA, University Arkansas Fayetteville, 1975; DMGT, University Maryland Global Campus, 2007
- Tirman, Valentin W., Jr., BS, Arizona State University, 1963; MAOP, University Southern California, 1969
- Toennies, Lesley, BSN, Barnes Jewish College, 2008; MS, Webster University, 2017
- Tolleson, Ronald Gregory, MS, University Arkansas Fayetteville, 1990; BA, Harding University, 1988
- Tomes, William E., BS, Florida State University, 1976; MPER, University South Carolina, 1985
- Topinka, Joseph B., BA, University Illinois Urbana-Champ, 1990; JD, Northern Illinois University, 1993; MBA, St Martins University, 2002; LLM, Judge Advocate General's Legal Ctr/ School, 2003; MHA, Chapman University, 2007; LLM, Loyola University Chicago, 2008
- Torneden, Roger Lee, BSB, University Kansas, 1967; MS, University Kansas, 1967; PhD, New York University, 1974
- Torres, Deborah Lynn, BS, University Maryland College Park, 1985; AS, Cochise College, 1993; MS, Western International University, 1995; EDD, Creighton University, 2014
- Towe, Jenneke Elayne, BS, Truman State University, 2002; MAED, Truman State University, 2003; MA, Saint Louis University, 2006
- Trachtova, Carolyn, BS, Miami University Oxford, 1990; MA, Georgia State University, 2003
- Tran, Brian, MFA, Washington University, 2021
- Treanor, John McCormack, AB, Wofford College, 1979; JD, University South Carolina, 1982
- Tressler-Hauschultz, Anene M., BSN, Saint Louis University, 1978; BA, Saint Louis University, 1977; MA, Washington University; MA, University Missouri/St Louis
- Tronche-Macaire, Dominique M., LICN, University Paris, 1991
- True, Carolbeth
- Trump, Robert
- Tucker, Carole A., BS, Fontbonne University, 1985; BA, Fontbonne University, 1985; MFA, University Missouri/ Kansas City, 1988
- Tudor, James Richard, BA, Webster University, 1997
- Tulin, Samantha, MFA, Southern Illinois University/Edw, 2019; BFA, University Missouri/St Louis, 2015
- Tuncel, Ece, BS, Middle East Technical University, 1998; MS, Middle East Technical University, 2000; PhD, University Illinois Urbana-Champ, 2008;
- Turaeva, Nigora, PhD, Uzbek State World Languages University, 2007; BA, National University of Uzbekistan, 1991; MA, National University of Uzbekistan, 1991
- Turkovic, Dana, BFA, Webster University, 1998; MA, University London, 2005
- Tusiniski, Taylor
- Tuzun Canadinc, Seda, PhD, Texas A & M University, 2023; MS, Texas A & M University, 2019; MA, Ankara University, 2008; BA, Middle East Technical University, 2004
- Uhl, Melissa Jean, BA, Webster University, 2012
- Uhrich, Mary L., MS, University Colorado Boulder, 1989; BA, University Colorado, 1984
- Umbaugh, Bruce D., BA, Ohio University; MA, University Maryland/Baltimore
- Unell, Aaron Taft, BA, Marquette University, 1992; MAT, Webster University, 1994; MBA, Webster University, 2007
- Uthoff, Michael
- Utzmyers, Tracy Nicole, BLS, Southern Illinois University/ Edw, 2003
- Vajzovic, Ibrahim, MA, Webster University, 2001; DMGT, Webster University, 2009
- Valdes, Damian, BFA, Point Park University
- Valdez, Nicolas Mario, BM, Webster University, 2018
- Vallorani, Edward, BA, Villanova University, 1977; MIB, Saint Louis University, 2010
- Vandehaar, Vincent V., BA, Central College, 1978; MBA, University Northern Iowa, 1988
- VanderPal, Geoffrey A., BS, Columbia College, 1995; MBA, Webster University, 1997; DBA, Nova Southeastern University, 2006
- Varma, Umesh C., BS, Kanpur University, 1977; BS, Western International University, 1989; MS, Jackson State University, 1989
- Vaughan, Shaughna L., BA, Ottawa University, 1996; MA, Ottawa University, 1999
- Venkataraman, Ishwari, MS, University of Alabama at Birmingham, 1993
- Vest, Glen Edwin, BS, Ouachita Baptist University; MS, University Northern Colorado
- Villines, Justin J., MBA, University Phoenix, 2010; BS, University Phoenix, 2009
- Vince, Donna Bowen, BM, Webster University, 1976; MM, Webster University, 1978
- Volkman, Anthony Steven, MA, Lindenwood University, 2008; BSOE, Missouri State University, 2003
- Vollmer, Stephanie Anne, BSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2010; MSN, Webster University, 2015
- Volpe, Joseph James, BS, U.S. Military Academy, 1988; JD, University Arkansas Little Rock, 1996
- von Hombracht, Willem
- Vondera, Katherine Ann, BA, St Mary's University of Minnesota, 2002; MA, Saint Louis University, 2007; MA, Saint Louis University, 2008; MA, Webster University, 2017; BA, St Mary's University of Minnesota, 2002; MA, Saint Louis University
- Vonderbrink, Timothy David, BBA, Wichita State University, 1989; MBA, Webster University, 2000
- VonJensen, Brooke, BA, Webster University, 2015; MA, Ball State University, 2017; MA, Lindenwood University, 2021
- Wagner, Craig McKenzie, BA, Webster University, 1996; MA, Webster University, 2024
- Wagner, Gretchen Lutze, BS, University Wisconsin Madison, 1998; MA, Williams College, 2002
- Wagner, Scott David, BA, Saint Louis University, 1996; MSED, Southern Illinois University/Edw, 2001
- Wallace, Aseniah Mae, BS, North Carolina Central University, 1973; MBA, Anna Maria College, 1983
- Wallner, Anton Stephen, BS, University Wisconsin Milwaukee, 1986; MS, University Michigan/Ann Arbor, 1988; PhD, Case Western Reserve University, 1992
- Walsh, Karen Steffany, BA, University Missouri/St Louis, 1976; MA, University Missouri/St Louis, 1981
- Wang, Hai Li, MBA, Webster University, 2011; MS, Webster University, 2012; BS, Nanjing University, 1992
- Wang, Jiangping, BENG, Chongqing University, 1982; MS, University Leeds, 1994; PhD, Missouri University of Science and Technology, 1998
- Wannamaker, Sabrina Lorraine, BA, Allen University, 2004; MA, Webster University, 2009; MA, Webster University, 2012
- Ward, Alyssa Brittany, MA, Saint Louis University, 2012; BA, Saint Louis University, 2010
- Ward, Marilyn, BSOE, Wayland Baptist University, 1996; MA, Webster University, 1999
- Warren, Marshaun Cassandra, BS, Southern Illinois University/Edw, 2003; MS, Lindenwood University, 2005; MS, Lindenwood University, 2009; PhD, Saint Louis University, 2019

- Waters, April Denise, BBA, Valdosta State University, 2002; MBA, Webster University, 2006; MA, Webster University, 2014; MS, Webster University, 2020
- Waters, Mary Colleen, BSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2001; MSN, Webster University, 2014
- Watkins Park, Seongyn, BFA, University of Iowa, 2015; MFA, Washington University, 2018
- Watkins, Kelsey, BFA, Ringling College of Art and Design, 2020
- Weatherly, Linda Sue, BSN, Chamberlain University, 2007; MHA, Webster University, 2010
- Webb, Stanley Harry, BS, Washington University, 1976; MIM, Washington University, 1990; BS, Missouri University of Science and Technology, 1970
- Webelhuth, Ashley Nicole, BFA, Webster University, 2016
- Weber, Andrea Roberta, BSN, Webster University, 1994; MSN, University Missouri/St Louis, 2007; DNP, Rush University, 2014
- Weber, Cami A., ND, St Louis Community Coll/Meramec; ND, Maryville University of St Louis; BSN, Webster University, 2004; MSN, Webster University, 2007; PhD, University Missouri/St Louis, 2022; MBA, Devry Institute of Technology, 2015
- Weber, Joshua Michael, BS, Southeast Missouri State University, 2003; MA, Webster University, 2009
- Weber, Sierra Nichole, BA, Webster University, 2015; MA, Webster University, 2019; AGC, Webster University, 2020
- Weeks, Edythe Elizabeth, BA, University Missouri/Columbia, 1985; JD, University Missouri/Columbia, 1987; PhD, Northern Arizona University, 2006
- Wehmeier, Alec, BS, Iowa State University, 2018
- Weilbacher-McMullan, Emilie, BFA, Webster University, 2008; MFA, University Missouri/Kansas City
- Weiss, Sandra, MHS, Washington University, 1999; BHS, University Missouri/Columbia, 1989; MBA, St Leo College, 2015; BA, University South Florida, 2006
- Weitzer, Richard L., MS, Cleveland State University, 1979; BA, Case Western Reserve University, 1973
- Werre, Amanda, BFA, Webster University, 2011; MBA, Webster University, 2024
- Westmoreland, Kelli Michele, BS, Southeast Missouri State University, 1987; MAT, Webster University, 1989; MA, Webster University, 2013; EDD, Webster University, 2019
- Wheeler, Benjamin Adam, BM, Webster University, 2003; MM, Southern Illinois University/Edw, 2006
- White, Donna Marshaye, BA, University Missouri/St Louis, 2002; MA, University Illinois Urbana-Champ, 2005
- Whitlock, Evangeline Rose, MFA, University Calif San Diego, 2011; BA, Calvin University, 2005
- Whitman, Douglas R., PhD, University Alabama Birmingham, 2020
- Wibbenmeyer, Kelly Rose, PhD, Northcentral University, 2017; MBA, Wright State University Dayton, 2002; BS, Wright State University Dayton, 2000
- Wichard, Sara A., MA, Lindenwood University, 2011; EDD, Maryville University of St Louis, 2016; BM, Depaul University, 1999
- Widmeier, Michael W., MA, University North Texas, 2016; BA, Knox College, 2001
- Wilcox, Michael Anthony, BS, University Missouri/Columbia; MBA, Webster University, 1999
- Wilhite, Sean Patrick, BA, Webster University, 1999
- Wilke, Jeffrey D., BA, St Leo College, 2003; MBA, St Leo College, 2004; DBA, Argosy University, 2014
- Wilke, Ralph Arthur, Jr., BFA, Washington University, 1973; MFA, Washington University, 1975
- Willey, Sarah, BA, Truman State University, 2008; MA, Washington University, 2015; DBA, University of Missouri-St. Louis, 2024
- Williams, Brett James, AB, Saint Louis University, 1955; AM, Saint Louis University, 1968; JD, University Denver, 1969
- Williams, Darron E., BS, University Memphis, 1992; MS, University Memphis, 1995; MS, University Memphis, 1997; MBA, University Memphis, 1999
- Williams, Gwyneth I., BA, Knox College; MA, Princeton University
- Williams, Kathleen Marie, BSN, Southeast Missouri State University, 1979; MSN, Webster University, 2007
- Williams, Michael Joseph, BA, Monmouth College, 1993; MA, Saint Louis University, 1995; EDD, Saint Louis University, 2006; BA, Webster University, 1999; MA, Webster University, 2002; MS, Webster University, 2018; BS, Embry-Riddle Aeronautical University, 1997; MA, Webster University, 2000; DMGT, Webster University, 2009; PhD, University Notre Dame, 1981; BA, University Maryland E Shre, 1976; MA, University Notre Dame, 1978; JD, Florida Coastal School of Law, 2010; BA, University Florida, 2006
- Williams, Natasha Renee, BS, University Missouri/St Louis, 2003; MBA, Webster University, 2015
- Williams, Reginald Lamont, MMGT, Fontbonne University, 2006; BA, Drury University, 1980
- Willis, Terence, BS, McKendree University, 2014; MS, Webster University, 2015
- Wilson, David Carl, BSC, University Aston; PhD, University Amsterdam; BA, University Georgia Athens, 1973; MA, University Illinois Chicago, 1978; MA, University Calif Los Angeles, 1984; PhD, University Calif Los Angeles, 1986; BA, Yale University, 1967; AM, Washington University, 1972
- Wilson, Ginger Leigh, BS, Missouri Baptist University, 2012; MBA, Missouri Baptist University, 2014
- Wilson, Milo R., BS, University of Central Missouri, 1995; MS, Webster University, 1997; MBA, Webster University, 2010; MA, Webster University, 2012
- Winkler, Lori Ann, BSN, Webster University, 1995; MSN, Webster University, 2015
- Winkler, Philippa Jane, BA, London School Economics, 1975; PhD, University Bristol, 2004
- Winter, Paul Rudolph, PhD, University Colorado Boulder, 1999; BS, University Chicago, 1990
- Wintzer, Jennifer, BFA, Webster University, 2000
- Witkowski, Paula Marie, BA, Webster University, 1976; MS, Fontbonne University; PhD, University Missouri/St Louis, 2004
- Witt, Cecily A., BS, National-Louis University, 2002; MA, Webster University, 2005
- Wood, Bennett, DMA, University Texas Austin, 2014; MM, Southern Illinois University/Edw, 2009; BM, Southern Illinois University/Edw, 2007
- Woolbright, Brian M., BFA, Webster University, 2001
- Woolf, Linda Marie, BA, Webster University, 1979; PhD, Saint Louis University, 1988; MS, Saint Louis University; MA, Webster University, 2021
- Wors, Bradley J., II, BA, Lindenwood University, 2008; MBA, Webster University, 2014
- Wren, Rodney Christopher, DBA, California Southern University; MBA, Lindenwood University; BA, Missouri Baptist University,
- Wrobel, Robert, BS, University Missouri/St Louis, 2010; BS, University Missouri/St Louis, 2010; BA, University Missouri/St Louis, 2010
- Wyatt, Cherie N., JD, Saint Louis University, 2003; BA, University Missouri/Columbia, 2000; BA, University Missouri/Columbia, 2000
- Wylie, John G, MFA, University Missouri/Kansas City, 1986; BA, Augustana College Illinois, 1983
- Wylie, Kate Charline Patricia, BA, Webster University, 2018; MFA, Pacific University, 2023
- Wylie, Kim Esop, AB, Augustana College Illinois, 1988; MAT, Webster University, 1992
- Xiao, Xiaohong, BA, Zhongshan University, 1984; MA, University Arizona, 1995; MA, Zhongshan University, 1987

- Xu, Minjie, MS, Missouri University of Science and Technology, 2000; BS, Huazhong University Science & TE, 1993
- Yamaguchi, Rika, BA, University Texas Tyler, 2015; MA, Webster University, 2019
- Yang, Fu, MFA, Academy of Arts, 2019
- Yarkoni, Rachel Lee, MFA, University Southern California, 2002; BA, University Illinois Urbana-Champ, 1998
- Yarmuth, Michael Barry, BS, University Louisville, 1964; MBA, Nova Southeastern University, 1985; MS, University Memphis, 1990
- Yates, Carl Wesley, III, BS, University of Central Missouri, 1990; JD, Saint Louis University, 1994
- Yero, Jessie, BA, Butler University, 2017
- Yezbick, Daniel Francis, BA, University Michigan/Ann Arbor, 1995; MA, University Illinois Urbana-Champ, 1998; PhD, University Illinois Urbana-Champ, 2004
- Yorg, Jacob, EDD, Maryville University of St Louis, 2020; BS, Webster University, 2002; MAT, Webster University, 2003; MA, Missouri Baptist University, 2009; MAC, Missouri Baptist University, 2009; MEC, Maryville University of St Louis, 2012; PhD, California Southern University, 2023
- Youden, Kendrick B., MS, Colorado Technical University, 2002; BS, University Maryland Global Campus, 1991
- Young, Kathleen Gail, BS, Washington University, 1991; MBA, Fontbonne University, 1992
- Young, Samuel D., PhD, Saint Louis University, 2000; BSED, Arkansas State University, 1980; MS, Arkansas State University, 1981
- Yuasa, Noriko, BA, Southeast Missouri State University, 1995; BFA, School Art Institute Chicago, 1997; MFA, Minneapolis College Art Design, 2000
- Zakeri, Hamideh, BA, University Missouri/Columbia, 1990; MBA, Washington University, 2001; AM, Washington University, 2011
- Zakeri, Ozra, BS, University Tehran, 1977; MS, University Missouri/Columbia, 1991; MS, University Missouri/Columbia, 1995
- Zanzie, Adam Charles, BA, Webster University, 2014; MA, Maharishi University of Management, 2015
- Zellin, Stacie Marisa, MPH, Saint Louis University, 2011; BS, Montana State University, 2007
- Zeng, James, MS, North Dakota State University, 2007
- Zhang, Dongling, PhD, Arizona State University, 2015; MS, Arizona State University, 2011
- Zhao, Xi, MFA, New York University, 2012; MA, Minzu University of China, 2007; BA, Minzu University of China, 2004
- Zhou Ostlund, Zhichun, MS, University Rochester, 2013; PhD, University Rochester, 2018
- Zhu, Yimin, BS, Beijing University, 1985; MS, Washington University, 1989; DSC, Washington University, 1993
- Ziegler, Andrew H., Jr., BS, Florida State University, 1974; MA, University Florida, 1984; PhD, University Florida, 1987
- Zinselmeyer, Thomas J., Jr., BA, University Missouri/Columbia, 2002; BA, University Missouri/Columbia, 2002; MAT, Webster University, 2008
- Zlatic, Joseph Matthew, PhD, Saint Louis University, 2012; MA, Saint Louis University, 2006; BA, Saint Louis University, 2004
- Zuchek, Sarah, PhD, Drake University, 2005

Texas

- Alford, Susanna Ardith, BA, University Incarnate Word, 2017; MA, University Incarnate Word, 2020
- Barrett, Bill, BA, St. Meinrad College, 1976; MA, The New School, 1991
- Bellow, Arnold L., BA, San Francisco State University, 1974; MPA, University San Francisco, 1981; EDD, Capella University, 2021
- Boyd, Johnathon, BS, University Houston Main Campus, 1974; MBA, Our Lady of the Lake University, 1991
- Carr, Andrea, BA, Agnes Scott College; MS, Southern New Hampshire University, 2015
- Cheney, Ted G., BA, University Nebraska/Lincoln, 1990; MA, Webster University, 1996; MA, St. Mary's University, 2010; PhD, Northcentral University, 2013; MMOA, Air University, 2012
- Collazo, Carlos Rolando, BS, University Texas Austin, 1982; MS, University Texas Tyler, 1997
- Escobedo, Ernesto, Jr., BBA, Angelo State University, 1989; PhD, Capella University, 1999; MBA, University Texas Austin, 1992
- Finlan, Deborra, MBA, University Incarnate Word, 2017; PhD, University Incarnate Word, 2018
- Garza, Diana, BBA, Our Lady of the Lake University, 2000; MBA, Our Lady of the Lake University, 2002; PhD, Our Lady of the Lake University, 2008
- Gonzalez, Matthew D., BBA, University Texas San Antonio, 1995; MBA, St. Mary's University, 1999; MISM, Keller Graduate School Management, 2011; PhD, Capella University, 2008
- Gray, TiShawn Michael, MS, Eastern University
- Griffin, Calvin, BBA, Texas State University San Marco, 2010; MBA, University Texas San Antonio, 2014; MS, University Wisconsin, Eau Claire, 2021
- Gulzar, Yasmin, MS, University Phoenix, 2011; EDD, Capella University, 2022
- Gutierrez, Adrian Rene, BBA, University Texas San Antonio, 2002; MS, American Public University, 2017
- Hernandez, Dirce E., MS, Our Lady of the Lake University, 2012
- Jones, Robert, BS, Texas A&M University, 1998; MS, Texas A&M University, 2003; PhD, Texas A&M University, 2004
- Jurenovich, David, BA, Gannon University; MBA, Gannon University; PhD, St. Mary's University, 1994; MS, Gannon University, 1997
- Maldonado, Horacio, BA, University of Arizona Global Campus, 2015; MBA, University of Arizona Global Campus, 2018; DBA, National University, 2024
- Menchion, Cedric Tofoyer, BS, Bellevue University, 1993; MBA, West Texas A&M University, 2017; MSC, West Texas A&M University, 2020
- Moinvafa, Koorosh, BA, Allameh Tabatabai University, 1998; MBA, Webster University, 2007; MA, Webster University, 2009;
- Moore, John Edward, BS, University Phoenix, 2011; MA, Webster University, 2024
- Muzquiz, Julianna, BA, University of Texas Permian Basin, 2018; MS, University of Texas at San Antonio, 2024
- Ofusori, Lizzy Oluwatoyin, BS, Federal University of Technology Akure FUTA, 2008; MSC, National Open University of Nigeria, 2012; PhD, University of Kwalula-Natal, 2019
- Ojo, Anthony, BS, University Minnesota Twin Cities, 1981; MBA, Our Lady of the Lake, 1999; PhD, Our Lady of the Lake, 2008
- Pate, Lewis, BS, Florida International University, 1998; MS, Strayer University, 2006; DIT, Capella University, 2022
- Perez, Hector Luis, Sr., BS, New Hampshire Tech College Manch, 1992; MA, Webster University, 1996; MAT, Webster University, 2009
- Rael, Gabriel Ryan, BBM, Grand Canyon University, 2017; MBA, Grand Canyon University, 2022
- Rivera, Matthew John, BS, Southern Illinois University/Carbondale, 1987; MBA, St. Mary's University, 2002; MA, Webster University, 2017
- Rodriguez, Raul, BA, St. Mary's University, 1975; MBA, Our Lady of the Lake, 1993; PhD, Our Lady of the Lake, 2002
- Salazar, Joe D., BS, Park University, 2011; MA, Webster University, 2012

- Santana, Jaime, BAAS, Southwest Texas State University, 1996; MA, Webster University, 2010
- Shin, Don, BA, Occidental College, 2001; MSC, University Texas Dallas, 2011
- Sims, Joseph, BBA, Kent State University; MBA, Baldwin-Wallace College; JD, University Akron
- Smith, Randolph, BSOE, Wayland Baptist University, 1999; MA, Wayland Baptist University, 2003; PhD, Capella University, 2014
- Tubera, George Pingul, BS, Central Colleges Philippines, 1991; MA, Webster University, 1997
- Uhlig, Gregory Edward, BBA, Southwest Texas State University, 1977; MBA, University Texas Austin, 1989

International Campuses

Austria

- Abazi, Florin, BA, Webster University, 1999; BS, Webster University, 1999; MA, Webster University, 2002
- Aigner, Eva Maria, MA, University Vienna, 2017
- Albrecht, Judith, MA, Albert-Ludwigs University Freibe, 2003
- Algieri, Franco Karl, MA, Eberhard Karls University; PhD, Eberhard Karls University
- Bajgerova Verly, Marketa, PhD, University Vienna, 2024
- Barberio, Vitaliano, PhD, University Bologna, 2009
- Batora, Jozef, BS, Comenius University, 1997; PHM, University Bergen, 1999; PhD, University Oslo, 2006
- Bauer, Rolf, PhD, University Vienne, 2018
- Beer, Anna, PhD, LMU Munich, 2021
- Bervoets, Victor
- Blaikie, Calum, MA, University of London
- Bonalumi, Francesca, MA, Universita Vita- Salute San Raffaele, 2014; PhD, Central European University, 2022
- Brutschin, Elina, MA, University Konstanz, 2010
- Causevic, Elvir, BS, Washington University, 1995; MSc, Washington University, 1999; DSC, Washington University, 2001
- Demiray, Burcu, PhD, University Florida, 2010
- Derzsi, Vanda, BA, Lorand Eotvose University, 2014; BSC, Budapest University of Technology & Economics, 2018
- Deubner, Alexandra, MAG, Vienna School Economics & Business Administration, 2006; MSC, Europeans Systemic Business Academy, 2012
- Dolecek, Alfred, BS, Polytechic School, 1990; MSC, Oakland University, 1997; MSC, University Technology, 2008
- Draghi-Lorenz, Riccardo, BSC, Sapienza University, 1991; PhD, University Portsmouth, 2001
- Drsata, Radovan, MBA, California State University Dominguez Hills, 1998
- Dumoulin, Marc-Alexandre, PhD, Academy of Fine Arts, 2023
- Dunaj, Lubomir, PhD, Comenius University, 2013
- Ebster, Claus, MAG, University Vienna, 1989; MBA, Fordham University, 1991; MS, Northwestern University, 1992; PhD, University Vienna, 2000
- Elatraby, Karim Amr, BS, Webster University, 2019; MS, Webster University, 2021
- Eskerod, Pernille, BSC, Aarhus University, 1989; MSC, Aarhus University, 1992; PhD, University of Southern Denmark, 1996
- Felsberger, Helga, MA, University Salzburg, 1987; PhD, University Salzburg, 1991
- Fernandes Ramos, Romualdo, BA, Florida Atlantic University, 2006; MSC, University Zurich, 2011; PhD, Eth, 2015
- Filip-Beil, Anne-Marie, PhD, Duke University, 1997
- Fink, Marcel, MA, University Vienna, 1996; PhD, University Vienna, 2002
- Fischer, Paul, MAG, University Vienna, 2003; JD, University Vienna, 2008; LLM, University of Jena, 2008
- Foster, Ian, BA, University Hull, 1993; MBA, MODUL University Vienna, 2015
- Frey, Eric, BA, Princeton University, 1985; MPA, Princeton University, 1986; PhD, University Vienna, 2001
- Gaal, Andrea, MA, Karl Franzens Universität, 1987; PhD, Pan European University, 2017
- Gady, Franz-Stefan, BA, Webster University, 2006
- Genis-Gruber, Ahu, BSC, Ankara University, 1994; MAG, Johannes Kepler University Linz, 1998; PhD, Johannes University Linz, 2005
- Glocker, Christian, MAG, Johannes Kepler University Linz, 2006; MSC, Pompeu Fabra University, 2008; PhD, University Basel, 2010
- Grbenic, Stefan, MA, Wirtschafts Universität, 1997; MBE, Wirtschafts Universitat, 1999; PhD, Wirtschafts Universität, 2001
- Grusch, Michael, PhD, University Vienna, 2001
- Haarmann, Daniela
- Hadler, Thomas, PhD, Vienna University of Economics & Business, 2002
- Haiss, Peter, MBA, University of Illions, 1987; DBA, Vienna University of Economics and Business Administration, 1987
- Hall, Sam D., PhD, University London, 2014
- Hatzl, Johannes, MA, Graz University of Technology, 2002; PhD, Graz University of Technology, 2004
- Honeck, Joachim Rainer Maria, MA, Webster University, 2014
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- Hubatschke, Christoph, MA, University Vienna, 2012; MA, University Vienna, 2012
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- Ivanisevic, Dora, PhD, Central European University, 2017
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The Netherlands

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- Reuijl, Malinda Susanne, MA, Spring Arbor College, 2005
- Robbani, Golam, PhD, University Antwerp, 2013
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- Abduzhabbarov, Mukhammadmuso, BA, Middle East Technical University, 2007; MA, Kyrgyz Turkish Manas University, 2010; PhD, Kyrgyz-Turkish Manas University, 2015; MS, Higher School of Economics, 2024
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- Abulkhasanova, Elena, BA, Tashkent State University, 2011
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- Attanayake, Rashminda, BS, University Moratuwa, 2017; MS, Asian Institute of Technology, 2019
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- Gulyamova, Nozima, MA, Webster University, 2022
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- Khamidova, Shakhnoza Zakirjonovn, BA, Karshi State University, 2009; MA, Webster University, 2023
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- Khegay, Evgeniya Victorovna, MA, Webster University, 2022
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- Mamatvaliyeva, Muhtasarhon, BA, Andijan State University, MA, National University of Uzbekistan, 2008; MA, Texas Tech University, 2009

- Mamirova, Dilnoza, BA, Westminster International University in Tashkent, 2020; MBA, Webster University, 2025
- Martin, Jeffrey Lynn, BA, Georgia State University, 1986; MED, Temple University, 1993
- Masolo, Christine, BA, McGregor University, 1995; MA, McGregor University, 1997
- Masolo, Dismas, BA, Universita Urbaniana, 1974; MA, Universita Urbaniana, 1976; PhD, Universita Gregoriana, 1980
- Matkurbonova, Sabokhat, BSc, The Uzbek State World Languages University, 2015
- Matmusayeva, Fotima, BA, Uzbek State World Languages University, 2014; MA, Uzbek State World Languages University, 2017
- McCray, Diana, BA, Uzbek State World Languages University, 2006; MA, Uzbek State World Languages University, 2008; MA, Lancaster University, 2011; PhD, Lancaster University, 2015
- Michaelsen Christal, Shibin Tad, BSC, Manomaniam Sundaranar University, 2010
- Mirakilov, Bakhrom, BSC, Bangor University, 2018; MA, Rotterdam University of Applied Sciences, 2022
- Mirsobitov, Mirjalol, BA, Uzbek State World Languages University, 2016; MA, Webster University, 2024
- Mirzaeva, Iroda, BA, Uzbek State World Languages University, 2015; MA, Uzbek State World Languages University, 2017
- Mobley, DeQawn, BA, Webster University, 2012; MBA, Webster University, 2014
- Morales, Arturo, BEd, UNAM, 2009; MBA, University of Sunderland, 2022
- Moulaert, Guillaume Maxime, BA, Universite Catholique de Louvain, 2012; MA, Universite Catholique de Louvain, 2014
- Mrdalj, Mladen, MA, University Belgrade, 2009; PhD, Northeastern University, 2016
- Mukhammadyunusova, Mokhistara, BA, Tashkent State Institute of Oriental Studies, 2017; MBA, Webster University, 2020
- Mukhammedov, Erkin
- Mukhammedova, Azizakhon Ikromjon, Westminster International University in Tashkent, 2020; MSC, Westminster International University in Tashkent, 2022
- Mukhammedova, Nilufar Eliboyevna, BA, Samarkand State University of Foreign Languages, 1999
- Mukhtorova, Nasiba, BA, Uzbek State World Languages University, 2010; MA, Westminster International University in Tashkent, 2022
- Muminov, Farrukhjon, BA, Webster University, 2023
- Muminov, Timur Kabiljanovich, BS, Tashkent State University, 2007; MS, Tashkent State University, 2009; MBA, Chonnam National University, 2016; PhD, Chonnam National University, 2020
- Muratova, Khurshida, BA, Uzbek State World Languages University, 2014; MA, Webster University, 2021
- Muzaffar, Abbas, BA, Jamia Millia Islamia, 1996; MA, Jamia Millia Islamia, 1999
- Nacional, Maximo Lara, BSC, Notre Dame Marbel College, 1995; MA, Webster University, 2020; MBA, Webster University, 2020
- Nayimov, Otabek Mardonovich, BA, Tashkent State Institute of Oriental Studies, 2002; MA, University of World Economy and Diplomacy, 2005; PhD, University of World Economy and Diplomacy, 2018
- Nazarov, Abror, BA, Uzbek State World Languages University, 2013; MA, Beijing Foreign Studies University, 2016; MA, Webster University, 2024
- Nazarov, Ravshanjon, BA, Westminster International University in Tashkent, 2018; LLM, Westminster International University in Tashkent, 2023
- Nazmutdinova, Klara R., BA, Uzbek State World Languages University, 2005; MA, Uzbek State World Languages University, 2007; MA, Aston University, 2021
- Nematjonov, Shukrullo, BS, Namangan State University, 2020; MS, National University of Uzbekistan, 2022
- Nguyen Noone, Jennifer, BA, Drew University, 1997; MS, Columbia University, 1999
- Nioradze, Ana, BBA, Caucasus University, 2011; MSC, Brandeis University, 2015
- Nishonov, Azizjon, MA, Webster University, 2019
- Niyogi, Sanchari, BA, University Calcutta, 2005; MA, Rabindra Bharati University, 2007
- Nizamov, Anvar, BS, Samarkand State University, 1998; MS, Sheffield Hallam University, 1999; BS, Samarkand State University of Foreign Languages, 2019
- North, Theresa, BA, University of Texas, San Antonio; MA, University of Texas-Austin
- Nosirov, Akmal, BA, University of World Economy and Diplomacy, 2003; MA, Kyushu University, 2013
- Novakovic, Konstantin, BA, University Belgrade, 2006; MA, University Belgrade, 2011; MA, Central European University, 2018
- Novovic, Kruna, BA, University Belgrade, 2016; MA, St. Petersburg State University, 2019; MA, Moscow State University, 2019
- Nuccitelli, Karen Leslie, BS, University Illinois Urbana-Champaign, 1998; MA, Norwich University, 2009; MA, Webster University, 2024
- Nurbaeva, Shohista, BA, Samarkand State University, 2003; MA, Samarkand State University, 2007
- Nurmurodova, Kamola, BA, Jizzakh State Pedagogical Institute, 2017; MA, Webster University, 2020
- Nurzhanova, Aigerim, MA, Suleyman Demirel University, 2013; MA, University Sheffield, 2014
- Nwaefido, Mark, BA, University Ibadan, 2007; MA, Eaton University, 2018
- Ochkovskaya, Marina, PhD, Lomonosov University, 2006
- Otamurodova, Mukarram, BA, Bukhara State University, 2016
- Otamurodova, Zarnigor, BA, Bukhara State University, 2017; MA, Journalism and Mass Communications University Uzbekistan, 2022
- Paiva, Alexandre Magno Ramos, LLM, Uppsala University, 2023
- Pantic, Aleksandar, MFA, University Belgrade, 2002; MA, Central European University, 2017
- Pearman, Akisha, BA, Cornell University College of Arts and Sciences, 2000; MA, School for International Teaching, 2007; MHED, The University of Cape Town, 2015
- Penton, Luis, AA, University of Maryland University College, 2011; BS, University of Maryland University College, 2012; MEd, Strayer University, 2013; MS, Nova Southeastern University, 2014; MEd, American College of Education, 2014; PhD, Concordia University Chicago, 2018
- Pesakovic, Gordana, BA, University Belgrade, 1982; MA, University Belgrade, 1986; MECO, University Belgrade, 1993; PhD, University Belgrade, 1994
- Petrova, Darya, BA, University of World Languages, 2016; MA, Webster University, 2021
- Phillip, Avneesh, MBA, Chulalongkorn University, 2008
- Picciau, Simona, MA, University of Torino, 2006; MA, INSEEC School, 2008; PhD, University Paris Diderot Sorbonne Cite
- Pilatskaya, Tatyana, MA, Webster University, 2020
- Pirnapasov, Sardor Olimboyevich, BS, Tashkent State Pedagogical University, 2010; MS, National University of Uzbekistan, 2013
- Pirnazarov, Muslimbek, BS, Turin Polytechnic University, 2013
- Popovic, Petar, MA, Azerbaijan State Academy of Arts, 2019; MBA, Anglo American University, 2021

- Prapapornpipat, Kulavir, BA, Kasetsart University, 1994; MA, Thammasat University, 2002
- Pulatova, Fatina, BA, Uzbek State World Languages University, 2021; MA, Webster University, 2022
- Rabbimova, Dilshoda, BA, Uzbek State World Languages University, 2020; MA, University Sussex, 2022
- Radjabov, Bakhrom, BA, Tashkent State Institute of Oriental Studies, 2007; MA, Tashkent State Institute of Oriental Studies, 2009; MA, University of Kassel, 2012; MA, University Tsukuba, 2016; PhD, University Tsukuba, 2019
- Rahimov, Mamurjon M., BBA, Emory University, 1999; MA, University Illinois Chicago, 2005
- Rahman, Saif Ur, MA, Bangladesh University of Professionals, 2022
- Rakhimov, Ibrakhimjon, BSC, Fergana State University, 1972; PhD, Russian Academy of Sciences, 1991
- Rakhimova, Gulchekhra Obidjonovn, BA, Uzbekistan State University; MA, Uzbekistan State University, 2019
- Rakhimova, Malika Anvarovna, BA, Uzbek State World Languages University, 2008; MA, Webster University, 2021
- Rakhmonov, Jaloliddin Akmalovich, LLB, University of World Economy and Diplomacy, 2019; LLM, University Szeged, 2020
- Rameen Moshref, Javid, BA, City College of New York, 1993; MA, New York University, 1996
- Rao, Ziming, BA, Beijing International Studies University, 2004; MBA, University North Florida, 2007
- Rashidova, Dilnoza, MA, Webster University, 2021
- Rasouli, Farzaneh, BA, Islamic Azad University Tehran North Branch, 2010; MA, Webster University, 2024
- Rastogi, Sakshi, BA, Middlesex University, 2003; MS, London School Economics & Political Science, 2004
- Rasulkulov, Jamshidbek, MS, University of World Economy and Diplomacy, 2025; BS, Financial University under the Government Russia, 2024
- Rasulova, Dilfuza, BBA, Tashkent State Technical University, 1999; MBA, University of World Economy and Diplomacy, 2001
- Reel, Rebecca Brinson, BM, University North Carolina School of the Arts; MA, Salem College North Carolina, 2003
- Rodney, Tamara, BA, Florida Atlantic University; MA, Webster University; PhD, Webster University, 2023
- Rossi, Michael, BA, College of New Jersey, 1999; BA, College of New Jersey, 1999; PhD, Rutgers University Camden, 2009
- Rothwell, Hannah Lynn, BS, Mary Washington College, 2019; MA, Webster University, 2022
- Rozimov, Bekzod, BS, Inha University, 2021; MS, Yonsei University, 2023
- Rudolph, Walter Edward, BA, Georgia State University, 1984; MS, Georgia State University, 1992
- Rumenjak, Nives, BA, University Zagreb; MA, University Zagreb; MA, Webster University, 2022
- Russkikh, Olga, BA, Uzbek State World Languages University, 2008; MA, Webster University, 2023
- Rustamova, Saidakhon, MA, Webster University, 2022
- Ruzmatova, Nigora Nodirovna, MA, Webster University, 2019
- Rzayev, Heydar, BA, Ada University, 2020; MA, Erasmus Mundus, 2022; PhD, University of Girona, 2026
- Sadikov, Khoorshid Maxamadjanovi, BA, Andijan State University, 1999; MAT, University Sydney, 2016
- Sadullaeva, Oydin, BA, Uzbekistan State University, 2007; MA, Uzbekistan State University, 2010; PhD, Uzbekistan State University, 2014
- Safarov, Utkir, BSc, Samarkand State University, 2004; MSc, Samarkand State University, 2006; PhD, National University of Uzbekistan, 2012
- Saipova, Rano, MA, Webster University, 2023
- Salimova, Hikoyat, BS, Bukhara Technological Institute of Food and Light Industry, 2003; MA, Ball State University, 2010; PhD, Hafencity University Hamburg
- Salina, Lyubov, BA, University Sunderland, 2019; MBA, Webster University, 2023
- Samedov, Azer, MA, St. Petersburg State University, 1991; MBA, The Open University's Business School, 2003
- Sangiumvibool, Payear, BBA, Ramkhamhaeng University, 1993; MBA, Troy University, 1999
- Sattieva, Mukhlisa, BBA, The Portland Institute of NJUPT; MBA, SP Jain University of Global Business; MA, Atlantic International University
- Saydazimova, Iroda, MA, Webster University, 2019
- Saydullaeva, Dilobar, BS, Tashkent State Pedagogical University, 2012; MS, Uzbek State Institute of Physical Culture, 2014
- Sayfiyeva, Komila Kamolidinovna, MA, Webster University, 2021
- Schulze, Rachel, BA, Hobart and William Smith Colleges, 2003; MA, University of Munster, 2024
- Selvaraj Saroja, Akilan, BE, Engineering College, 2006; ME, Anna University, 2008
- Shah, Sayyed, MA, NUML, 2006; MA, Sheffield Hallam University, 2012; PhD, University of Exeter, 2016
- Shamsutdinov, Temur Alisher Bugli, MA, Webster University, 2021
- Shangarffam, Nasim, BA, Islamic Azad University, 1992; MA, Islamic Azad University Science & Research Branch, 1995; PhD, Islamic Azad University Science & Research Branch, 2005
- Sharipova, Sevara, BS, Uzbek State World Languages University, 2003; MA, Webster University, 2020
- Shockey, Peter, BA, University Maryland Global Campus, 1979
- Shodmonov, Mirjahon, BS, Tashkent University of Information Technologies, 2018; MS, Tashkent University of Information Technologies, 2022
- Shukurova, Kamola, BA, Uzbek State World Languages University, 2015
- Shukurova, Khalima, BSC, Russiant State Hydrometeorological University, 2019; MBA, Webster University, 2024
- Singha Roy, Sourabh, BA, Rabindra Bharati University, 1995; MA, Rabindra Bharati University, 1997; PhD, Rabindra Bharati University, 2008
- Skupek, Henry, BS, Monash University, 1995; PhD, Monash University, 2001
- Somakian, Manoug, BS, University La Verne, 1984; MA, London School Economics, 1985; PhD, University London, 1993
- Sonila, Sonila, MA, OSCE Academy; BAPP, Kabul University, 2015; BA, American University in Central Asia, 2019
- Sotlikova, Rimajon, BA, Uzbek State World Languages University, 2008; MA, Yogyakarta State University, 2014; PhD, Yogyakarta State University, 2020
- Sowell, Jimalee, BA, Eckerd College, 1998; MA, SIT Graduate Institute, 2008
- Stark, Joseph Bane, BA, Hillsdale College, 1997; MA, University Saint Thomas, 2003; PhD, Biola University, 2019
- Sutton, Glen, BA, Middlesex University, 1998; MA, Middlesex University, 2001
- Tadjibaev, Arman, PhD, The University of Nottingham, 2019
- Tadjibaeva, Saodat, MA, Webster University, 2019
- Tahmouresi, Somayeh, BA, Azad University, 2008; MA, Azad University, 2011; PhD, Florida State University, 2021
- Talipova, Marina, BA, Tashkent State Pedagogical University, 2000; MA, Tashkent State Pedagogical University, 2005
- Tangirova, Shakhnoza Khusniddin, MA, Webster University, 2021
- Tashpulatovna, Dilnoza Dehkanova, BA, Samarkand State University, 2000; MA, Samarkand State University, 2002
- Tatybaeva, Firuza, PhD, Tashkent State University, 1992

- Teimouri, Yasser, BA, Azad University, 2006; MA, Iran University of Science & Technology, 2009; PhD, Georgetown University, 2019
- Tevar, Shyamala Krishnamurthy, BS, University Mumbai, 2007; MBA, M.O.P. Vaishnav College for Women, 2011
- Tien, Sing Gee, BS, University Alberta, 1972; MS, Stanford University, 1973; MBA, Santa Clara University, 1977
- Tillayeva, Nilufar Voxiddinovna, BA, Andijan State University, 1999; MA, Webster University, 2019
- Tina, Afroza Akhter, BA, Jahangirnagar University, 2004; MA, Jahangirnagar University, 2006
- Toktasheva, Dinara, BA, Uzbek State World Languages University, 2016; MA, Webster University, 2021
- Tolipov, Farkhod, PhD, University of World Economy and Diplomacy, 1998
- Toshpulatov, Omonullokhon, BA, National University Uzbekistan, 2021; MA, Webster University, 2025
- Tovmasyan, Elina, BA, Uzbekistan State World Languages University, 2010; MA, Uzbekistan State World Languages University, 2013
- Train, Louis David, BA, University Toronto, 2015; MA, Moscow State Institute International Relation, 2018; MA, University Reading, 2019; MA, Webster University, 2022
- Trubnikov, Dmitrii, PhD, Tilburg University, 2018
- Tsarikova, Natalia, BA, Tashkent Pedagogical University, 1999; MA, School International Training, 2005
- Turabova, Ozoda Bokhodirovna, BA, Uzbek State World Languages University, 2013; MA, Uzbek State World Languages University, 2015
- Turaeva, Iroda Bayramqul Qizi, BA, National University Uzbekistan, 2023; MA, Webster University, 2024
- Turdibaeva, Munisa, BS, University of World Economy and Diplomacy, 2007; MS, University of World Economy and Diplomacy, 2015
- Turdijanova, Zarina, BA, Uzbek State World Languages University, 2017; MA, Webster University, 2022
- Turgunova, Farida Maxammadjanovn, BA, Andijan State University, 2003; MA, Uzbekistan State University, 2023
- Turimov, Bobur, BA, National University of Uzbekistan, 2009; MA, Inha University, 2018
- Tursunova, Dildora, BS, Tashkent State University of Economics, 2005; MS, University Denver, 2021
- Umarova, Zulaykho Tursunovna, MS, Tashkent State University of Economics, 1998; PhD, Tashkent State University of Economics, 2004
- Urinboeva, Dilrabokhon, BS, National University of Uzbekistan, 2021; MS, National University of Uzbekistan, 2023
- Usmanova, Dilnoza, BA, Uzbekistan State World Languages University, 2014; MA, Webster University, 2019
- Valiyev, Anar, BA, Baku State University, 1999; MA, Baku State University, 2001; MA, Indiana University Bloomington, 2003; PhD, University Louisville, 2007
- Van Rooyen, Johan, BA, University Pretoria, 1995; BS, University Pretoria, 2001; MBA, Harvard University, 2006; PhD, University Edinburgh, 2009
- Vasiljevic, Aleksandra, BA, University Belgrade, 2015; MFA, University Belgrade, 2017
- Verma, Sunil, BS, JC Bose University of Science & Technology, 2008; MS, University Leeds, 2009
- Vincent, Adam Ryan, BS, Central College Kansas, 1999; MBA, Eastern University, 2004
- Vokhidov, Shakhzod, BS, Webster University, 2025
- Wilson, Cora, BA, University of Oxford, 2023; MA, University of Oxford, 2025
- Yakhshiboeva, Laylo Abdisattorov, BA, Uzbek State World Languages University, 2008; MBA, Webster University, 2022
- Yakovenko, Aleksey, BS, Tashkent State University of Law, 2004; LLM, National University of Uzbekistan, 2007; BS, Tashkent State University of Economics, 2008; PhD, Tashkent State University of Law, 2022
- Yigitaliev, Jaloliddin, BSc, Namagan Engineering - Construction Institute, 2018; MA, Tashkent State Technical University, 2022
- Yulchieva, Dilrabo, MA, Webster University, 2020; MA, Webster University, 2023
- Yun, Albina, BA, Uzbek State World Languages University, 2013; MA, OSCE Academy, 2015; MA, Central European University, 2020
- Yunusov, Ravshan, BBA, Texas A&M University, 2001; MA, University of World Economy and Diplomacy, 2004
- Yunusova, Barno Tulkunovna, BA, Tashkent Pedagogical University, 2004; MA, Webster University, 2021
- Yusupova, Zulaykho, BSC, Tashkent State University of Economics; MSC, Tashkent State University of Economics
- Zavgorodnyaya, Aleksandra, BA, Uzbekistan State World Languages University, 2019; MA, Uzbekistan State World Languages University, 2021
- Zebiniso, Nasirova, LLB, University of World Economy and Diplomacy, 2005; LLM, University of World Economy and Diplomacy, 2008; MLS, University Canberra, 2015; PhD, University Canberra, 2020
- Zhussupova, Roza, PhD, Ministry of Education, 2004
- Zimmermann, Lynn, BA, The University of North Carolina at Chapel Hill, 1975; MS, The University of North Carolina at Chapel Hill, 1996; MS, Shenandoah University, 2010; PhD, The University of North Carolina at Greensboro, 2002
- Zuhour, Aljabary, BA, University Jordan, 2014

Applied Behavior Analysis (MA)

This program is offered by the School of Education. It is available online.

Program Description

Applied Behavior Analysis (ABA) is an area of psychology that focuses on improving specific behaviors, such as academics and adaptive behavior while decreasing maladaptive behaviors. The MA in applied behavior analysis prepares candidates with the knowledge and concepts needed to engage in behavior analytic practice in schools, community agencies, residential centers and family settings to enhance the skills and abilities of persons with Autism Spectrum Disorder and other developmental disabilities.

The program is designed to prepare candidates with the coursework-based content knowledge and skills required to apply to sit for the Board Certified Behavior Analyst® Examination offered through the Behavior Analyst Certification Board (BACB). Successful completion of the Webster University MA in Applied Behavior Analysis does not guarantee that the candidate will be approved to sit for the Board Certified Behavior Analyst® Examination. Candidates who plan to apply for BCBA certification should carefully review the requirements, published by the BACB (www.bacb.com).

Students pursuing the MA in applied behavior analysis are expected to have an association, professional or voluntary, with community service providers, agencies, or educational organizations which provide services to individuals with developmental disabilities and/or behavioral challenges, to fully benefit from the coursework.

Learning Outcomes

Successful graduates of this program are able to utilize a range of knowledge and skills to effectively apply behavior analysis principles in various settings.

- Demonstrate understanding of behavior analysis principles, encompassing operant and respondent conditioning, reinforcement, punishment, extinction, and stimulus control, enabling them to effectively analyze and modify behavior in diverse organizational contexts.
- Conduct comprehensive behavioral assessments, including functional behavior assessments (FBA) and functional analysis (FA), and employing appropriate measurement techniques to gather precise data on behavior, facilitating evidence-based decision-making in organizational behavior management.
- Design, implement, and assess behavior change interventions rooted in behavior analysis principles, encompassing both behavior reduction and skill acquisition programs, to address organizational challenges and enhance workplace effectiveness.
- Demonstrate ethical and professional behavior in their practice, adhering to the highest standards of integrity and professionalism outlined in the Behavior Analyst Certification Board (BACB) Professional and Ethical Compliance Code
- Utilize effective collaboration skills, enabling them to work seamlessly with diverse professionals, including educators, therapists, and caregivers, and provide expert consultation on behavioral interventions, fostering interdisciplinary teamwork and promoting the implementation of evidence-based practices in organizational settings.

Program Curriculum

Required Coursework:

Required Core Courses (27 hours)

- APBA 5000 Introduction to Applied Behavior Analysis (3 hours)
- APBA 5110 Principles of Behavior Analysis (3 hours)
- APBA 5120 Single-Subject Research Design (3 hours)
- APBA 5130 Ethics and Professional Issues in Applied Behavior Analysis (3 hours)
- APBA 5140 Behavior Change Procedures in Applied Behavior Analysis (3 hours)
- APBA 5150 Functional Behavioral Assessment (3 hours)
- APBA 5160 Supervision and Staff Performance in Applied Behavior Analysis (3 hours)
- APBA 5170 Basic Experimental Analysis of Behavior (3 hours)
- APBA 5180 Verbal Behavior (3 hours)

Thesis (6 hours)

- APBA 5950 Portfolio Review: Applied Behavior Analysis (0 hours)
- APBA 6000 Thesis: Applied Behavior Analysis (two semesters) (6 hours)

Total: 33 credit hours

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the MA in applied behavior analysis program include:

- Receipt of all official transcripts.
- Final degree conferred GPA of 2.5 or higher.

Business Analytics (MS)

This program is offered by the George Herbert Walker School of Business and Technology and is available at the St. Louis main campus, via Webnet+ and the San Antonio campus.

STEM program

Program Description

Business analytics is the process of transforming data into insights to improve business decisions. The MS in business analytics focuses on developing and applying analysis and analytics skills to fulfill significant needs in the business and marketing field. Data understanding, data visualization, descriptive and predictive modeling are some of the tools used to create insights from data in the business context. Students will integrate business concepts as well as key methods and tools available for

modeling, analysis, and solving challenging problems involving business and marketing data.

Learning Outcomes

By the end of the program, students will be able to:

- Understand and critically apply the concepts and methods of business analytics.
- Identify business problem, prepare and implement suitable analytical models.
- Interpret results and possible solutions.
- Identify appropriate courses of action for a given business and marketing situation.
- Create viable solutions to business decision making problems.

Program Curriculum

The 36 credit hours for the MS in business analytics requires the following courses:

Required Courses

- BUSN 5200 Basic Finance for Managers (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)
- CSDA 5130 Social and Ethical Issues in Analytics (3 hours)
- CSBU 5300 Database Systems for Business Analytics (3 hours)
- CSBU 5320 Data Analytics Foundations for Business Analytics (3 hours)
- CSBU 5340 ERP Systems and Business Transformation (3 hours)
- CSDA 5310 Data Visualization (3 hours)
- CSBU 5420 Machine Learning for Business Analytics (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- BUSN 6160 Integrated Business Processes and ERP (3 hours)
- CSBU 6300 Descriptive Analytics and ERP Integration Practicum (3 hours)

Elective Courses

Only one of the following courses may be selected as an elective to fulfill program degree requirements.

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSDA 5110 Analytics Programming with R (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)
  (Note: ITM 5000 is not a requisite course for MSBA students.)

Requisite Course Addition:
BUSN 5000 Business
Note: MSBA applicants who have not completed an undergraduate degree from a regionally accredited university/ college and the business school does not possess a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.) will be required to take BUSN 5000. It will count as an elective for the MSBA degree program.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Official transcripts from all previously attended colleges and universities (including community colleges and summer courses).

To be eligible for this program, students must have either:

- Earned an undergraduate degree in Business, Marketing, Computer Science, Statistics, and Economics
  OR
- Completed college level Algebra and Statistics, in the last 5 years, with a B or better in both courses.
- Have work experience that include business, marketing, database, and analytics

It is preferred that students have a business or marketing background.

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 with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Business and Organizational Security Management (MA)

This program is offered by the George Herbert Walker School of Business and Technology. It is available online.

Program Description

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

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

Learning Outcomes

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

solutions to multifaceted business and organizational security management problems in complex situations.

Program Curriculum

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

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

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

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

Dual Degree Option: MBA/MA in Business and Organizational Security Management

51 Credit Hours

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

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

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

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3) as a program prerequisite

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

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

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

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

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Computer Science with Artificial Intelligence (MS)

This program is offered by the George Herbert Walker School of Business and Technology. It is offered at the St. Louis main campus.

STEM program

This degree is currently not accepting new applications.

Program Description

Artificial Intelligence (AI) is a rapidly-evolving branch of Computer Science. Developing ways for computers to intelligently solve problems, and make effective decisions is highly beneficial in multiple areas. A Master in Computer Science with Artificial Intelligence will provide a foundation for this activity.

Learning Outcomes

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

- Demonstrate mastery of computer science in the following core knowledge areas:
  - Software development
  - Algorithms and data structures
  - Computer organization, hardware and architecture
  - Data and information management
  - Parallel Programming
- Explain the fundamental aspects of Artificial Intelligence and the potential benefits to companies and organizations.
- Utilize a programming language to manage Artificial Intelligence requirements.
- Develop Machine Learning techniques and algorithms to resolve Artificial Intelligence problems in different areas of industry.

Program Curriculum

The 36 credit hours required for the MS in computer science with artificial intelligence include the required core courses

- COSC 5010 Software Engineering I (3 hours)
- COSC 5020 Software Engineering II (3 hours)
- COSC 5070 Advanced Computer Algorithms (3 hours)
- COSC 5160 Parallel and Distribute Computing (3 hours)
- CSSS 5100 Secure Software Design and Threat Analysis (3 hours)
- COSC 5060 Systems Concepts (3 hours)
- COSC 5080 Advanced Operating Systems (3 hours)
- COSC 5140 Network Design and Management (3 hours)
- CSDA 5210 Databases and Data Warehouses (3 hours)
- CSAI 5210 Artificial Intelligence with Python (3 hours)
- CSAI 5220 Machine Learning (3 hours)
- CSAI 5320 Deep Learning - Image, Video and Audio (3 hours)

Admission

This degree is currently not accepting new applications.

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Counseling (MA)

This program is offered by the College of Science and Health. The emphasis in Clinical Mental Health Counseling is available at the St. Louis main campus, at select U.S. campuses and online in select states, see list below. The emphasis in Community Counseling is available only at the Geneva campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

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

The MA in counseling professional degree program offers emphases in clinical mental health counseling and community counseling.

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

The MA in Counseling with an Emphasis in Clinical Mental Health Counseling, is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) at the following campuses: St. Louis/Webster Groves, MO; and offered Online for applicants from the following states: Arkansas, Colorado, Connecticut, Florida, Georgia, Illinois, Kansas, Massachusetts, Missouri, New Jersey, North Carolina, South Carolina, Texas, Virginia, Washington.

The MA in Counseling is accredited by the Swiss Association for Counseling (referred to as Association Suisse de Conseil (French) and Schweizerische Gesellschaft fur Beratung SGfB (Swiss German) at the Geneva, Switzerland, campus. The accreditation allows master's students pursuing the degree in Geneva, Switzerland the status of Members in Training SGfB, until receipt of their degree when they will become Active Members SGfB.

Learning Outcomes

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

Core Counseling Learning Outcomes

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

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

- Utilize statistical concepts, research methods, needs assessment and program evaluation skills commonly used in the counseling profession.

Clinical Mental Health Counseling Emphasis Additional Learning Outcomes

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

Community Counseling Emphasis Additional Learning Outcomes

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

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

Program Curriculum

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

Emphasis in Clinical Mental Health Counseling

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

The MA in Counseling with an Emphasis in Clinical Mental Health Counseling, is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) at the following campuses: St. Louis/Webster Groves, MO, and offered Online for applicants from the following states: Arkansas, Colorado, Connecticut, Florida, Georgia, Illinois, Kansas, Massachusetts, Missouri, New Jersey, North Carolina, South Carolina, Texas, Virginia, Washington.

Required Core Counseling Courses:

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

Additional Required Subject Area Courses:

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

Required Field Experience Courses:

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

(A minimum of 3 credit hours in practicum and 6 credit hours in Internship including 100 clinical supervised hours in practicum and 600 in internship are required. Most states require a total of 700 clinical experience hours. Students are required to know the specific requirements of the state where they plan to seek licensure and communicate this to their faculty advisor.)

Recommended Elective Courses:

- COUN 5140 Psychopharmacology (3 hours)
- COUN 5150 Psychopathology (3 hours)
- COUN 5160 Issues in Counseling (3 hours)
- COUN 5185 Ecological Counseling Seminar (3 hours)
- COUN 5190 Women's Issues in Mental Health (3 hours)
- COUN 5480 Advanced Trauma (3 hours)
- COUN 5545 Blended Family Counseling (3 hours)
- COUN 5570 Telemental Health Counseling (3 hours)
- COUN 5670 Counseling of Children (3 hours)
- COUN 5640 Couples, Marriage, and Family Counseling (3 hours)
- COUN 5580 Human Sexuality Theory and Sexual Counseling (3 hours)
- COUN 5820 Consultation and Supervision (3 hours)
- COUN 5860 MA Counseling Thesis (3 hours0

Students wishing to complete their practicum or internship in an elementary and/or secondary school setting must obtain special permission from the Director of the Clinical Program. They will be required to verify that their field experience in a school setting will entail providing clinical mental health counseling services and not as a school counselor.

Students may NOT do in-home counseling.

Students should seek advisement for appropriate selection of electives with the Counseling Program coordinator or faculty advisor when selecting elective courses, as electives may directly relate to the ability to gain licensure as a professional counselor and/or a marriage and family (and child) counselor. Note that certain state licensure boards do not allow for courses to be completed through directed study or electronically (online).

Emphasis in Community Counseling

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

This degree emphasis requires satisfactory completion of 48 credit hours of coursework. Note that successful completion of the program degree may exceed 48 credit hours for some students.

Required Core Counseling Courses:

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

Required Field Experience Courses:

- COUN 6000 Counseling Learning Practicum (3 hours)
- COUN 6500 Internship (1.5 hours per term) (6 hours)
  (A minimum of 3 credit hours in practicum and 6 credit hours in Internship including 100 clinical supervised hours in practicum and 600 in internship are required.)

In addition to the required subject area courses listed above, students work with a faculty advisor to select up to four (4) electives, including an optional Thesis, from the counselor education program curriculum to fulfill the 48 credit hours necessary for completion of the degree.

Students planning to seek licensure in the United States should familiarize themselves with the licensing requirements in the state where they plan to seek licensure. Note that certain licensure boards do not allow for courses to be completed through directed study or electronically (online). Majority of states in the U.S. call for educational requirements toward professional counseling licensure to include the completion of a 60 credit hour graduate counseling degree. Therefore, students and/or graduates who select the community counseling 48 credit hour emphasis may be required to complete additional graduate coursework should the student/graduate relocate to a state that requires a 60 credit hour counseling master's degree.

General Requirements

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

Courses in the counseling degree program are available only to those admitted to the MA in counseling professional degree program and specific non-degree-seeking students (see information on non-degree-seeking students below). All non-degree-seeking students must meet specific admissions requirements and seek advisement for appropriate course selection.

Students participating in the MA in counseling professional degree program are required to understand and follow the ACA Code of Ethics (2014) and adhere to applicable state laws, regulatory policies. They must also follow rules and policies governing professional staff behavior at the field placement setting. Students have the same ethical and professional obligation to clients as those required of professional counselors (ACA, 2014). Students are therefore required to conduct themselves in a professional manner, adhering to the professional code of ethics in all communication (written and oral) within all settings (field experience site, classroom, sessions, interactions with colleagues, peers, faculty, staff, and supervisors) and in official and non-official communication (including social media and other cyber activity) as expected of a professional counselor.

Professional Commitment

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

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

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

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

Remediation for Student Success Process

The American Counseling Association's Code of Ethics (2014) requires that all counselor education programs in good standing provide a remediation process for all counselor education students that includes regular and ongoing evaluation of a student's general fit with the counseling profession. Assessment will be based on faculty review of didactic and clinical competencies, attention to ethical code, openness to supervision, self-awareness and formation, professional conduct, and academic competency. When experiencing challenges in demonstrating academic success, development of appropriate interpersonal and/or counseling skills and openness to clinical supervision, and/or knowledge areas students may be initially required to meet with the course instructor to attempt to remediate student challenges. If unresolved, the student or instructor may request the student be referred to a remediation committee, an ad-hoc committee that is appointed by the Department Chair or their designee. The committee will review the reasons for the referral and interview relevant instructors and the student in order to determine the most appropriate path for student success as it relates to a potential future in the counseling profession. The remediation committee uses the information gathered to make recommendations for student success. The recommendations may include but are not limited to: completion of extra coursework and/or field experience, completion of and/or participation in personal counseling, and/or dismissal or time off from the counseling program prior to completion of the degree program in order to resolve student issues related to lack of success. Hence, successful completion of the MA in Counseling degree program may require additional coursework beyond the stated number of degree credit hours (48 or 60) for students requiring remedial coursework and/or personal counseling. Student openness to and cooperation with the remediation committee and adherence to ACA Code of Ethics (2014) is integral to the student's continued success within the program. In cases where remediation is resolved unsuccessfully and leads to a student's dismissal from the program, that dismissal is considered final with no further right of appeal.

Note: While the remediation committee may review cases related to academic and dispositional challenges, it is not intended to mediate grade appeals or dismissals related to academic failure. The remediation committee is in place to work with students in good academic standing who are challenged in one or more areas and are seeking a plan for remediation for student success to remain in good standing or be transitioned out of the program.

Student Handbook

All students admitted to the MA in counseling professional degree program are required to review and sign the MA in Counseling Student Handbook as a requirement of enrollment and position in the program. Students are required to sign the final page of the handbook stating understanding of/agreement with the personal and professional commitment to the MA in counseling professional degree program. Students are required to read and understand the Clinical Handbook prior to the start of Field Experience and agree to adhere to all standards and procedures described there-in. The Counseling Student Handbook and the Clinical Handbook that is issued each academic year supersedes any previous versions. It is therefore important that students review the Counseling Student Handbook and the Clinical Handbook each year and become familiar with the guidelines contained in these documents.

Background Check

Some states will not issue a professional counseling license to those with a failed background check. If an applicant or student has questions regarding such, it is recommended they check with the state professional counseling licensure board **prior** to applying to the MA in counseling professional degree program.

Also note that some field experience sites require completion of a background check prior to accepting students to the field experience. All background checks are at the expense of the student. See the Counseling Program coordinator or faculty supervisor for more information.

Professional Liability Insurance

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

Path to Licensure

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

https://www.counseling.org/resources/licensure-requirements

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the MA in counseling program include:

- Bachelor's degree and strict adherence to a minimum cumulative grade point average of 2.5 (2.75 for school counseling) or better on a 4.0 scale. *For school counseling applicants, the cumulative GPA is calculated using all college-level coursework, regardless of whether or not the coursework was applied to a degree program.*
- Official transcripts from all universities, colleges and professional schools. Students currently pursuing their baccalaureate degree may submit an official transcript-in-progress for admission consideration.
- Three professional references (not friends or relatives, and one should ideally be a former professor/instructor). References are requested through the application.
- Essay***** (minimum of three pages, double-spaced) addressing personal and professional interests in the professional counseling field; personal background and work history related to counseling field; career goals in the field; and aptitude for succeeding in graduate level education.
- A current résumé detailing education, work experiences, leadership activities, volunteer/service work, etc.
- Participation in a personal interview to determine fit with program and profession per ACA *Code of Ethics* (2014).

***These required materials must be electronically uploaded to the application account.**

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

Application Process

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

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

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

- Participate in a group orientation event to discuss: a) career-related interests in the field of professional counseling, b) orientation to the field of professional counseling, and c) orientation to the Webster University MA in counseling program. This orientation event will be scheduled through your campus.

Non-Degree Admission Applicants

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

Transfer Policies

Course Transfer

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

Core counseling classes considered for transfer must be transferred into the counseling program within eight years of completion and must be equivalent to Webster course content and learning outcomes as evidenced by the actual course syllabus for the course requested for transfer. Syllabi samples and/or templates are not sufficient. Core courses include: COUN 5020, COUN 5050, COUN 5100, COUN 5200, COUN 5220, COUN 5230, COUN 5600, COUN 5610, COUN 5700, COUN 5800 and COUN 5850. Best education preparation for the field may include advising applicants/students to not transfer credits as non-core courses. Practicum and Internship hours cannot be transferred to the degree.

Coursework that is older than eight years will not automatically transfer/apply toward the current degree program, even when this coursework was completed at Webster University. Students must petition the department to apply any previous coursework. All transfer petitions are considered on a case by case basis and decisions rendered accordingly.

Non-specialty accredited coursework not completed at Webster University may not adequately prepare students for nationally-normed exams. Students/applicants receiving approval for transfer of counseling coursework transfer the coursework content at their own risk.

Non-Counseling Coursework

Participation and enrollment in the professional counseling degree program takes personal and professional commitment. For this reason, students are strongly discouraged from taking coursework outside of the department while enrolled in any counseling program. Counseling students are required to receive written permission from the department chair, or designee, to register for courses outside of the counseling program while enrolled in the program.

Transfer Between Campuses

Students apply to and gain admission to a specific Webster campus. The admitting campus becomes the student's home campus where a student must complete all their coursework. Students wishing to take courses at a location other than their home campus must obtain approval from the Counseling Coordinator at both their home campus and the campus where they wish to take the course(s) prior to registration. No more than twelve (12) credit hours can be completed at a location other than the student's home campus without transfer. It should be noted that taking courses in a CACREP accredited program does not imply completion of a CACREP accredited degree.

For transfer to a non-CACREP accredited Webster program:
Current Webster University professional counseling students may request to be considered for inter-program transfer prior to starting field experience coursework.

For transfer to a CACREP accredited Webster program:
Current Webster University professional counseling students wishing to be considered for transfer to a CACREP accredited Webster program from a non-CACREP accredited program may request to apply no more than 12.0 credit hours of previously completed coursework toward their degree. These hours cannot include field experience coursework.

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

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

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Criminal Justice (MS)

This program is offered by the College of Humanities and Social Sciences. It is available online and at select U.S. campuses, but it is not available at the St. Louis main campus. However, there are select courses available at the St. Louis main campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The master of science in criminal justice provides students with a multidisciplinary approach to the wider criminal justice system, with particular emphasis on enhancing technical skills, critical thinking skills, decision-making processes, and increasing analytic capabilities to provide students with the ability to explain, predict, and prevent crime and victimization. Students also have the ability to further focus their studies in five areas: Administration of Justice, Cybersecurity, International and Regional Security, Re-entry and Restorative Justice, and Security Management and Leadership.

Learning Outcomes

- Apply theories of crime to the extent, causes, and prevention of crime, the processes of criminalization, and the practices and reforms of the criminal justice system, in the U.S. and globally.
- Identify quantitative and qualitative methods to analyze crime and crime control systems.
- Articulate ethical implications of decision making in the criminal justice system.
- Explain the interdependence of institutions in the criminal justice system and broader social, legal and socioeconomic environments.
- Articulate the ways issues of diversity affect the operation of criminal justice organizations and actors, including differences by race, ethnicity, sexual orientation, sex, gender, age and so on.
- Demonstrate effective written and oral communication skills.

Program Curriculum

36 Credit Hours

Required Courses

- CRIM 5000 Ethics and Decision Making in Criminal Justice (3 hours)
- CRIM 5100 Theories of Crime and Justice (3 hours)
- LEGL 5480 Criminal Actions (3 hours)
- CRIM 6000 Capstone (3 hours)

Electives

- At least 18 elective hours from the lists below.
- Up to 6 hours of any approved graduate-level elective courses.

Administration of Justice

- CRIM 5050 Organization and Administration of Criminal Justice (3 hours)
- CRIM 5060 Policing and Law Enforcement (3 hours)
- CRIM 5070 Institutional and Community Corrections (3 hours)
- LEGL 5450 American Constitutional Law (3 hours)

Cybersecurity - Threat Detection

- CRIM 5350 Computer Crime and Fraud (3 hours)
- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law & Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

International Regional and National Security

- IRSS 5590 International Security (3 hours)
- IRSS 5550 War and Diplomacy (3 hours)
- IRSS 5890 Terrorism in World Politics (3 hours)
- IRSS 5560 US Foreign Policy (3 hours)
- IRSS 5595 Energy Security (3 hours)
- IRSS 5860 Issues in International Politics *(with security focus)* (3 hours)
- IRSS 5625 Middle East/West Asia Area Studies* (3 hours)
- IRSS 5635 Western European Area Studies* (3 hours)
- IRSS 5645 Asian Area Studies* (3 hours)
- IRSS 5655 African Area Studies* (3 hours)
- IRSS 5665 South and Central Asia Area Studies* (3 hours)
- IRSS 5675 Central and Eastern European Area Studies* (3 hours)
- IRSS 5685 Latin American Area Studies* (3 hours)

Note: Students who complete IRSS 5590 and three other courses listed in international and regional security qualify to earn a graduate certificate in international and regional security, where the certificate is available. To gain the certificate, students must pay a second graduation fee.

*No more than two area studies courses can count toward the certificate.

Rehabilitation and Re-entry

- CRIM 5070 Institutional and Community Corrections (3 hours)
- EDIN 5622 Restorative Justice: Learning Communities (3 hours)
- COUN 5185 Ecological Counseling Seminar (3 hours)
- COUN 5190 Women's Issues in Mental Health (3 hours)
- COUN 5450 Trauma, Crisis, and Emergency Relief Counseling (3 hours)
- COUN 5630 Addictions and Substance Abuse Counseling (3 hours)
- COUN 5480 Addictions and Substance Abuse Counseling (3 hours)

Security Management and Leadership

- CRIM 5300 White Collar Crime (3 hours)
- SECR 5000 Security Management (3 hours)
- SECR 5010 Legal and Ethical Issues in Security Management (3 hours)
- SECR 5020 Security Administration and Management (3 hours)
- SECR 5060 Emergency Planning (3 hours)
- SECR 5150 Terrorism and Extremist Activity (3 hours)

Dual Degree Option: MA in International Relations and Security Studies/MS in Criminal Justice

This program is only available at select U.S. campuses.

48 Credit Hours

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

Required Courses

- CRIM 5000 Ethics and Decision Making in Criminal Justice (3 hours)
- CRIM 5100 Theories of Crime and Justice (3 hours)
- LEGL 5480 Criminal Actions (3 hours)
- IRSS 5000 Introduction to International Relations and Security Studies (3 hours)
- IRSS 5100 Research Methods and Perspectives (3 hours)
- IRSS 5590 International Security (3 hours)
- CRIM 6000 Capstone (3 hours)
  or IRSS 6000 Capstone (3 hours)
  or IRSS 6250 Thesis (6 hours)

The six credit hours for IRSS 6250 are drawn from the 3 hours reserved for the IRSS 6000 capstone and 3 elective credit hours in the program.

Electives

- Four (4) courses from the following:
  - Any course with CRIM prefix
  - One of the courses can be LEGL 5450
- Four (4) courses from the International and National Security Cluster in the MA in International Relations and Security Studies
- One (1) additional course drawn from electives in either the MA in International Relations and Security Studies or the MS in Criminal Justice

Sequential Degree in Criminal Justice

A student who holds an MA, MS or an equivalent graduate degree from Webster University or another regionally accredited college or university (or its international equivalent) may earn a sequential MS in criminal justice from Webster University. Transfer credit may not be applied toward the sequential MS.

The student must take a minimum of 27 credit hours to earn the sequential MS in criminal justice. This includes the 12-hour degree core, as well as 15 elective hours. The elective hours may come from the Administration of Justice, Cybersecurity - Threat Detection, International and Regional Security, Re-Entry and Restorative Justice, or Security Management and Leadership areas.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Cybersecurity (MS) with an Emphasis in Artificial Intelligence

This program is offered by the George Herbert Walker School of Business and Technology and is available at the St. Louis main campus and San Antonio.

STEM program

Program Description

Education at the graduate level is an expansion of the knowledge attained from undergraduate studies. Graduate education encourages the development of advanced skills, theoretical knowledge and critical thinking skills to practice the art and science of cybersecurity techniques to defend networks and systems, analyze attacks, and conduct forensic evaluations.

Students entering this degree must have an undergraduate degree in Computer Science, Management Information Systems, Information Technology, or a related degree with an understanding of basic software programming, network management, and systems/development operations. Professional experience may be accepted upon evaluation. Additionally, it is important for the student to be proficient in written and oral communication skills.

The master of science (MS) in cybersecurity with emphasis in artificial intelligence prepares individuals for demanding positions in public and private sectors analyzing, managing, operating, or protecting critical computer systems, information, networks, infrastructures and communications networks.

Students will be well-versed to apply their knowledge and critical thinking related to social engineering techniques, network defenses, online malware methods, critical infrastructure protection, fraud, theft, digital forensics, and threat detection.

A background on Artificial Intelligence and Machine Learning will be provided and the potential benefits of the technology in multiple areas will be described. Python will be introduced and used to resolve AI-related questions. The program will introduce Deep Learning and provide an understanding of many ways in which AI can provide support to multiple disciplines.

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

Learning Outcomes

Core Cybersecurity curriculum:

- Capable of explaining important technical methods and theories used throughout the discipline of cybersecurity.
- Capable of applying knowledge in the field of cybersecurity to analyze software and online issues.
- Capable of effectively integrating knowledge in the field of cybersecurity to propose solutions to real-world problems.
- Apply cybersecurity social engineering techniques, as well as deterrence and forensic analysis, to information systems, applications and operation situations.

Artificial Intelligence emphasis:

- Explain the role of data analytics in organizational decision making.
- Utilize current analytical languages to manage key artificial intelligence requirements.

- Explain the fundamental aspects of artificial intelligence and the potential benefits to companies and organizations.
- Develop machine learning techniques and algorithms to resolve key artificial intelligence problems.
- Implement major algorithms and statistical models related to Machine Learning to solve problems in different areas of industry.
- Utilize Deep Learning methods to address topics in multiple disciplines.

Program Curriculum

The 39 credit hours required for the MS in cybersecurity must include the 21 required core courses and the 18 required emphasis courses.

Core Courses (21 hours)

- CSSS 5100 Secure Software Design and Threat Analysis (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 5180 Social Engineering (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)
- CSSS 5230 Cybersecurity Forensics (3 hours)
- CSSS 6000 Practical Research in Cybersecurity (3 hours)

Artificial Intelligence Emphasis Courses (18 hours)

- BUSN 5760 Applied Business Statistics (3 hours)
- CSDA 5210 Databases and Data Warehouses (3 hours)
- CSAI 5210 Artificial Intelligence with Python (3 hours)
- CSDA 5320 Analytics Applications using Python (3 hours)
- CSAI 5220 Machine Learning (3 hours)
- CSAI 5320 Deep Learning - Image, Video and Audio (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Special Requirements

- Students entering the cybersecurity program must have an undergraduate degree in Computer Science, Management Information Systems, Information Technology, or a related degree with an understanding of basic software programming, network management, and systems/ development operations. Professional experience may be accepted upon evaluation. Additionally, it is important for the student to be proficient in written and oral communication skills.
- Applicants to the MS Cybersecurity with an Emphasis in Artificial Intelligence who have an active Certified Information Systems Security Professional (CISSP) certification at the point of admission, will be exempt from two core courses (CSSS 5100 and CSSS 5220), reducing the number of required courses to 33 credit hours.

Cybersecurity (MS) with an Emphasis in Data Analytics

This program is offered by the George Herbert Walker School of Business and Technology and is available at the St. Louis main campus and San Antonio.

STEM program

Program Description

Education at the graduate level is an expansion of the knowledge attained from undergraduate studies. Graduate education encourages the development of advanced skills, theoretical knowledge and critical thinking skills to practice the art and science of cybersecurity techniques to defend networks and systems, analyze attacks, and conduct forensic evaluations.

Students entering this degree must have an undergraduate degree in Computer Science, Management Information Systems, Information Technology, or a related degree with an understanding of basic software programming, network management, and systems/development operations. Professional experience may be accepted upon evaluation. Additionally, it is important for the student to be proficient in written and oral communication skills.

The master of science (MS) in cybersecurity with emphasis in data analytics prepares individuals for demanding positions in public and private sectors analyzing, managing, operating, or protecting critical computer systems, information, networks, infrastructures and communications networks.

Students will be well-versed to apply their knowledge and critical thinking related to social engineering techniques, network defenses, online malware methods, critical infrastructure protection, fraud, theft, digital forensics, and threat detection.

The data analytics emphasis focuses on developing and applying data analytics skills to fulfill significant needs in the business community. Students will integrate business concepts as well as key methods and tools for large-size data modeling, analysis and solving challenging problems involving "Big Data."

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

Learning Outcomes

Core Cybersecurity curriculum:

- Capable of explaining important technical methods and theories used throughout the discipline of cybersecurity.
- Capable of applying knowledge in the field of cybersecurity to analyze software and online issues.
- Capable of effectively integrating knowledge in the field of cybersecurity to propose solutions to real-world problems.
- Apply cybersecurity social engineering techniques, as well as deterrence and forensic analysis, to information systems, applications and operation situations.

Data Analytics emphasis:

- Explain the role of data analytics in organizational decision making.
- Compose query statements to implement the data definition and manipulation, and construct multidimensional data cubes analysis.
- Apply effective methods for analyzing, presenting and using informational data.

- Develop meaningful reports and visualization of business data analytics appropriate to a technical and non-technical audience.
- Articulate forecasting and predictive models for real-world analytical applications.

Program Curriculum

The 39 credit hours required for the MS in cybersecurity must include the 21 required core courses and the 18 required emphasis courses.

Core Courses (21 hours)

- CSSS 5100 Secure Software Design and Threat Analysis (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 5180 Social Engineering (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)
- CSSS 5230 Cybersecurity Forensics (3 hours)
- CSSS 6000 Practical Research in Cybersecurity (3 hours)

Data Analytics Emphasis Courses (18 hours)

- BUSN 5760 Applied Business Statistics (3 hours)
- CSDA 5110 Analytics Programming with R (3 hours)
- CSDA 5210 Databases and Data Warehouses (3 hours)
- CSDA 5310 Data Visualization (3 hours)
- CSDA 5320 Analytics Applications using Python (3 hours)
- CSDA 5330 Machine Learning for Predictive Analytics (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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Special Requirements

- Students entering the cybersecurity program must have an undergraduate degree in Computer Science, Management Information Systems, Information Technology, or a related degree with an understanding of basic software programming, network management, and systems/development operations. Professional experience may be accepted upon evaluation. Additionally, it is important for the student to be proficient in written and oral communication skills.
- Applicants to the MS Cybersecurity with an Emphasis in Data Analytics who have an active Certified Information Systems Security Professional (CISSP) certification at the point of admission, will be exempt from two core courses (CSSS 5100 and CSSS 5220), reducing the number of required courses to 33 credit hours.

Cybersecurity Operations (MS)

This program is offered by the George Herbert Walker School of Business and Technology and is offered online via asynchronous modality, at the St. Louis main campus, and at select U.S. and international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses.

STEM program

Program Description

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

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

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

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

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

Webster University is designated as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE).

Learning Outcomes

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

Program Curriculum

The 36 credit hours required for the MS in cybersecurity operations must include the required core courses.

Core Courses (24 hours)

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter Intelligence (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5150 Cybersecurity Risk Management (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 5180 Social Engineering (3 hours)
- CSSS 6000 Practical Research in Cybersecurity (3 hours)

Elective Courses (12 hours)

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

- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)
- CSSS 5225 Auditing Compliance in Cybersecurity (3 hours)
- CSSS 5230 Cybersecurity Forensics (3 hours)

- CSSS 5250 Use and Protection of Space Assets (3 hours)
- CSSS 5265 Foundations of Software Development (3 hours)
- CSSS 5270 Cybersecurity in Cloud Computing (3 hours)
- CSSS 5275 Emerging Technologies in Cybersecurity (3 hours)
- CSSS 5990 Advanced Topics in Cybersecurity** (3 hours)
- CSSS 6500 Cybersecurity Internship (3 hours)

***A maximum of one CSSS 5990 Advanced Topics in Cybersecurity courses may be counted toward the 36 required credit hours.*

One additional elective course (3 hours):

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

All students in this curriculum must complete the CSSS 6000 Practical Research in Cybersecurity (3 hours) capstone course as a practical research paper or an individual or team project for a total of 3 credit hours and 36 contact hours.

Webster reserves the right to restrict access to some courses that **may** require specific clearances to address specific classified topics related to advanced course content in cybersecurity. Professors must advise the Site Director, Faculty Advisor or Site Manager of the potential of including any classified content in the course and clearly identify the need for security clearances, the level, agency issued by, and methods employed for the protection of information with applicable security policies and procedures at the location where the course is to be taught. Counselors must understand specific clearance requirements of these courses and the specific clearances of students attempting to enroll in these courses. This restriction will only apply to those programs offered at national laboratories; intelligence agencies or specified military sites which request this level of security.

Dual Degree Option: MA in International Relations and Security Studies/MS in Cybersecurity Operations

This program is only available at select U.S. locations.

54 Credit Hours

Upon completion of the 54 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Required Courses

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5150 Cybersecurity Risk Management (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 5180 Social Engineering (3 hours)
- CSSS 6000 Practical Research in Cybersecurity (3 hours)
- IRSS 5000 Introduction to International Relations and Security Studies (3 hours)
- IRSS 5590 International Security (3 hours)
- IRSS 5100 Research Methods and Perspectives (3 hours)
- IRSS 6000 Capstone (3 hours)
  or IRSS 6250 Thesis* (6 hours)

The six credit hours for IRSS 6250 are drawn from the 3 hours reserved for the IRSS 6000 capstone and 3 elective credit hours in the program.

Electives

- 2 elective courses chosen from the MS in Cybersecurity Operations
- 4 electives chosen from the International Regional Track of the MA in International Relations and Security Studies

Sequential MS in Cybersecurity Operations

A student who holds an MA, MS or an equivalent graduate degree from Webster University or another regionally accredited college or university (or its international equivalent) may earn a sequential MS in cybersecurity operations from Webster University.

Transfer credit may not be applied toward the sequential MS.

These conditions apply to the student seeking the sequential MS in cybersecurity operations:

- The student must take a minimum of 27 credit hours to earn the sequential MS in cybersecurity operations. This includes the 24-hour degree core, as well as one elective. The elective must be selected from the following list:
  - CSSS 5210 Cybersecurity Law and Policy (3 hours)
  - CSSS 5220 Cybersecurity Threat Detection (3 hours)
  - CSSS 5230 Cybersecurity Forensics (3 hours)
  - CSSS 5250 Use and Protection of Space Assets (3 hours)
  - CSSS 5265 Foundations of Software Development (3 hours)
  - CSSS 5270 Cybersecurity in Cloud Computing (3 hours)
  - CSSS 5275 Emerging Technologies in Cybersecurity (3 hours)
  - CSSS 5990 Advanced Topics in Cybersecurity (3 hours)
  - CSSS 6500 Internship in Cybersecurity (3 hours)
- The student must meet the core course requirements of the MS in cybersecurity operations. If the student enrolled in any of the core courses as electives in his or her MA, MS or an equivalent degree program, those courses must be replaced with applicable CSSS electives (see list above).
- Advancement to Candidacy for sequential MS in cybersecurity operations:
  - Sequential MS in cybersecurity operations students who received the MA, MBA or MS from Webster University will be advanced to candidacy with initial registration.
  - A student who received the master's degree from another regionally accredited institution will be advanced to candidacy upon approval of the master's degree transcript.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Special Requirements

- Students entering the cybersecurity program should have knowledge of computer systems, digital networks, familiarity with internet and wireless applications, and possess good (high school algebra and exposure to trigonometry) mathematical as well as written and oral communication skills.
- Applicants to the MS Cybersecurity Operations who have an active Certified Information Systems Security Professional

(CISSP) certification at the point of admission, will be exempt from two core courses (CSSS 5000 and CSSS 5140), reducing the number of required courses to 30 credit hours.

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Data Analytics (MS)

This program is offered by the George Herbert Walker School of Business and Technology and is available at the St. Louis main campus and San Antonio.

STEM program

Program Description

Data analytics is the science of interpreting vast amounts of complex data to make sound decisions. The MS in data analytics focuses on developing and applying data analytics skills to fulfill significant needs in the business community. Students will integrate business concepts as well as key methods and tools for large-size data modeling, analysis and solving challenging problems involving "Big Data." The program provides a strong foundation in data analytics by bringing together salient techniques from statistics, mathematics, computer science, business, accounting, finance and management in a realistic business context.

Learning Outcomes

By the end of the program, students will be able to:

- Compose query statements to implement the data definition and manipulation.
- Construct multidimensional data cubes analysis.
- Apply effective methods for analyzing, presenting and using informational data.
- Develop meaningful reports and visualization of business data analytics appropriate to a technical and non-technical audience.
- Articulate forecasting and predictive models for real-world analytical applications.

Program Curriculum

The 36 credit hours for the MS in data analytics requires the following courses:

Introductory Courses

- BUSN 5200 Basic Finance for Managers (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)
- CSDA 5110 Analytics Programming with R (3 hours)
- CSDA 5130 Social and Ethical Issues in Analytics (3 hours)
- CSDA 5210 Databases and Data Warehouses (3 hours)

Reinforcement Courses

- CSDA 5240 Database Programming (3 hours)
- CSDA 5310 Data Visualization (3 hours)
- CSDA 5320 Analytics Applications using Python (3 hours)
- CSDA 5330 Machine Learning for Predictive Analytics (3 hours)

Proficiency Courses

- CSDA 5410 Time Series Analytics (3 hours)
- CSDA 5430 Predictive Analytics (3 hours)

Subject Specific Courses

- CSDA 6010 Analytics Practicum (3 hours)

Course Substitution

Applicants to the data analytics program may take substitute courses for BUSN 5200 Basic Finance for Managers and BUSN 5760 Applied Business Statistics based on successful completion of prior academic work. Work experience will not be considered in lieu of academic coursework. The following rules apply to these substitutions:

BUSN 5200 Basic Finance for Managers

- Students that have completed an undergraduate or graduate degree in finance or accounting **or** who have completed one undergraduate or higher course in finance or accounting from an accredited university in the past five years with a grade of "B" or better may substitute BUSN 5200 with the following:
  - One 3-credit-hour graduate level finance, business accounting or cybersecurity course from Webster University, provided the prerequisites for that course are met. Students should consult with their academic advisor for substitute course selection and approval.
  - Students must meet the stated hours and other core course requirements for the degree.

BUSN 5760 Applied Business Statistics

- Students who have completed an undergraduate or graduate degree in statistics **or** who have completed one undergraduate or higher course in statistics from an accredited university in the past five years with a grade of "B" or better may substitute BUSN 5760 with the following:
  - One 3-credit-hour graduate level cybersecurity or business accounting course from Webster University, provided the prerequisites for that course are met. Students should consult with their academic advisor for substitute course selection and approval.
  - Students must meet the stated hours and other core course requirements for the degree.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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Webster University
470 E. Lockwood Ave.
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Additional Requirements

Requirements for admission to the MS in data analytics program include:

Preliminary Skills and Prerequisite Courses

To ensure adequate preparation in both information technology and business, an applicant to this data analytics program must have basic business knowledge and basic information technology knowledge. The Walker School of Business & Technology accepts individuals who have successfully graduated from undergraduate computer science, information systems, mathematics, business

administration, management or similar degree programs and possess the basic business, mathematics and information technology knowledge.

Requirements

- Official transcripts from all of your previously attended colleges and universities (including community colleges and summer courses).
- To be eligible for this program, students must have either:
  - Earned an undergraduate degree in business, management, computer science, statistics, economics, biology (BS), chemistry (BS) or physics (BS).
    OR
  - Completed college-level algebra and statistics, in the last 5 years, with a B or better in both courses.
  - Have work experience that includes business, database and analytics.
- A phone interview or essay may be required.
- It is preferred that students have a business background and strong analytical skills.

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 with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Doctor of Education (EdD) in Transformative Learning in the Global Community

This program is offered by the School of Education and is available asynchronous online.

Admission to this program is offered once a year in the Fall 1 term.

Program Description

Webster University's Doctor of Education (EdD) in Transformative Learning in the Global Community is an interdisciplinary program designed for educators, administrators, and practitioners from various academic backgrounds.

The EdD is based on a scholar-practitioner model with a well-rounded program for fostering transformative scholarship, research and leadership among candidates who aspire to make a difference in today's world. The program is built with a holistic framework with four foci: theory, research, practice and leadership. The program values social consciousness, criticality and advocacy. Social consciousness corresponds to the connectedness of the dissertation projects to the sociopolitical, socioeconomic and sociocultural contexts. Criticality refers to doctoral students' critical thinking and analytical capacity to challenge the status quo and create new proposals for advancing the knowledge base and specialty area. Advocacy reminds students to take the findings from their research projects to the next level and become a voice and advocate for the people for whom they represent and care. Webster University's doctoral program also values projects which engage in cross-cultural research with global contextual relevancy.

The program duration is approximately three years (maximum is seven). Students take coursework in the first two years and complete a dissertation or doctoral digital portfolio in the third, with the exception of students with a conferred Educational Specialist (EdS) degree. Students admitted with a conferred EdS are waived 15 credit hours, equivalent to one year of coursework. Students will need special permission from the Dean if the duration of study exceeds seven years.

BCBA-D Pathway Students who hold active Board Certified Behavior Analyst (BCBA) certification may choose to fulfill their dissertation requirements with a behavior analytic dissertation. Those students would then be eligible for recognition by the Behavior Analyst Certification Board as a Board Certified Behavior Analyst Doctorate (BCBA-D). BCBA-D students request approval of the EdD program director and provide proof of active BCBA certification. Approved students will pursue the dissertation route under the guidance of a faculty member with BCBA supervisor credentials.

Note: This program does not lead to initial teacher or administrator certification through the Missouri Department of Elementary and Secondary Education (DESE).

Learning Outcomes

The doctor of education develops scholars, scholar-practitioners, and leaders with expertise in research and scholarship through coursework with social conscious perspectives. The program provides learning opportunities for students to develop academic competency through theory building, practical application of research knowledge in school settings and leadership skills. The EdD program enables students to:

- Investigate and critically analyze current affairs, issues, theoretical issues, empirical studies, practice and policy in educational settings.
- Read and write with synthetic and analytical competence for applying complex theories in research and publishing in respected peer-reviewed journals and other publication venues in the field.
- Conduct research for pushing boundaries in a specialty area in education and shed new light in the building of knowledge base.
- Reflect on the status quo in educational settings and offer data-driven and evidence-based solutions and proposals.
- Develop leadership skills to become a voice and advocate for the people they respect.
- Demonstrate respect of diversity through their ability to facilitate and model collaborative inquiry for advancing social and institutional change.

Program Requirements

This program requires at least two years of advanced coursework prior to the successful completion of a comprehensive exam, a prospectus and a dissertation or a doctoral digital portfolio, except students with conferred EdS degree. Students admitted with a conferred EdS degree are waived 15 credit hours, equivalent to one year of coursework.

Required Courses

- EDOC 7120 Global Histories and Politics in Education (3 hours)
- EDOC 7130 Transformative Lens in Educational Technologies (3 hours)
- EDOC 7140 Transformative Leadership in Education: Equity and Ethics (3 hours)
- EDOC 7150 Social Justice and Transformative Learning in Global Education (3 hours)
- EDOC 7001 Doctoral Writing Seminar (3 hours)
- EDOC 7002 Quantitative Research Methods (3 hours)
- EDOC 7003 Qualitative Research Methods (3 hours)

- EDOC 7004 Prospectus and Dissertation Writing (3 hours)
  or EDOC 7005 Research Design for Doctoral Digital Portfolio (DDP) (3 hours)
- EDOC 7901 Doctoral Apprenticeship (3 hours)
- EDOC 7902 Comprehensive Exam and Project Proposal (3 hours)
- EDOC 7903 Doctoral Residency (0 hours)
- EDOC 8000 Doctoral Dissertation Research and Writing^^ (10 hours)
  or a two-course sequence of EDOC 8001 Doctoral Digital Portfolio (DDP) I (5 hours) and EDOC 8002 Doctoral Digital Portfolio (DDP) II (5 hours)^^
  or EDOC 8003 Doctoral Dissertation Research and Writing BCBA-D (10 hours)^^
- EDOC 8020 Publication of Doctoral Project (0 hours)

^^Students who do not complete dissertation writing or doctoral digital portfolio with 10 hours of EDOC 8000 or EDOC 8003, or 10 hours of EDOC 8001 and EDOC 8002, will take EDOC 8010 Doctoral Project Completion (1 hour) until completion

Total: 40 credit hours (excludes prerequisites, requisites, practica, fieldwork, internships or service learning)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the doctor of education program include:

- Official transcripts from **all** universities, colleges and professional schools.
- Transcripts showing evidence of a bachelor's degree and a master's degree completion.
- Cumulative GPA of 3.0 for graduate coursework.
- Three (3) letters of recommendation*****.
- A written or virtual interview may be requested by the Ed.D. Program Director.

***These required materials must be electronically uploaded to the application account.**

Note: Students pursuing the BCBA-D pathway must submit proof of active BCBA certification prior to enrollment in their first course.

Application Process

The doctoral program will admit a cohort every year depending on the enrollment and availability of courses. Domestic and international applicants must submit all required documents **by July 1st** for a Fall start. International students may complete the online program in the countries where they reside. F1 student visa will not be sponsored.

International applicants need to submit required application materials according to International Admissions, except for documents that pertain only to F1 student visa sponsorship.

Students with a conferred EdS degree will be waived 15 credit hours and may enter as a second year student.

The admission packet will be reviewed, and if considered appropriate, a written or virtual interview may be requested by the EdD Program Director.

Advancement to Doctoral Candidacy

Doctoral students who completed all coursework requirements before taking EDOC 8000, EDOC 8003, or the EDOC 8001-8002 sequence will take the comprehensive examination in the course EDOC 7902. Students who have passed the comprehensive examination will earn the status of doctoral candidacy. Students not advanced to doctoral candidacy are not eligible to continue in their programs. Advancement to doctoral candidacy indicates that a student shows the requisite capacity and dedication to complete the program.

Doctor of Nurse Anesthesia Practice (DNAP) with emphasis in Health Administration

This program is offered by the College of Science and Health and is only available at the St. Louis main campus.

Entry into Practice

Program Description

The Doctor of Nurse Anesthesia Practice (DNAP) degree prepares students for expertise in the art and science of anesthesia. Individuals develop this expertise through a holistic and complex integration of affective, cognitive, and psychomotor skills. Nurse anesthesia is an evolving profession, sensitive to the needs of society and the profession. The philosophy of Webster University's Nurse Anesthesia Program (NAP) is that graduate education is fundamental in preparation for practicing as a certified registered nurse anesthetist. Webster University also believes that the profession of anesthesia requires a scientific and dynamic approach to assist in the return to health. The professional nurse anesthetist provides a variety of health services to individual patients and under-served 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 three years of continuous enrollment.

Quality Outcomes

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

- Professional:
  - Discuss and define the Scope of Practice of the CRNA.
  - Discuss current issues pertaining to the practice of nurse anesthesia.
  - Demonstrate professional attributes through attendance and participation in local, state and national professional organizational meetings and events.
  - Demonstrate strong ethics and personal integrity in all professional pursuits to include the delivery of quality and safe anesthesia to the community we serve.
  - Maintain AANA Associate membership until certification is obtained.
  - Demonstrate professional behaviors in the classroom, clinical settings and organizational activities.
  - Discuss role of Advanced Practice Nurse in leadership and healthcare.
  - Contribute to organizational and systems leadership to improve healthcare delivery.
- Didactic:
  - Develop a strong and comprehensive knowledge base necessary for the safe and effective delivery of anesthesia evidenced by academic progression with a B or better average.
  - Demonstrate requisite knowledge of content learned as evidenced by biannual Self Evaluation Examination (SEE) scores at or above median range or year in program.
  - Proposed, developed, completed and defended a research thesis demonstrating a thorough understanding of the research and scientific method.
  - Pass the National Board Certifying Exam for Certified Registered Nurse Anesthetist.
- Clinical:
  - Advocate for patient safety at all times.
  - Perform a thorough preanesthetic assessment and physical examination.
  - Develop an anesthesia care plan based on reported patient health conditions and physical exam.
  - Perform relevant patient and family teaching.
  - Obtain informed consent for anesthesia services.
  - Administer and manage a variety of anesthetic techniques, to include MAC, regional and general anesthetic techniques.
  - Provide advanced airway management skills.
  - Safely emerge patient from the anesthetic and transport to the Post Anesthesia Care Unity (PACU).
  - Demonstrate mastery in the understanding of co-morbidities and the delivery of anesthesia.
  - Transfer care to PACU staff.
  - Recognize and manage any post anesthetic conditions in PACU.
  - Maintain accurate record keeping of anesthetic experience.
  - Interpret and contribute to the development of healthcare policy.
  - Demonstrate a comprehensive understanding of the role of politics and economics in healthcare delivery.
  - Demonstrate an understanding of laws pertaining to healthcare delivery, patient rights, workers rights, etc.
  - Implement the technology of healthcare informatics into healthcare delivery.

Clinical Education Partners

The NAP is fortunate to have relationships with more than 30 clinical sites across the state of Missouri, and in Illinois (IL) and Kentucky (KY). These facilities afford us the opportunity to offer our students comprehensive exposure to a variety of specialty areas such as cardiothoracic, pediatric and obstetric anesthesia, and include experience in rural and under-served settings. Our partner clinical sites are overseen by highly qualified CRNAs and physician anesthesiologists.

Clinical rotations begin in the fifth term of the first year. Our SSM Health sites include St. Louis University Hospital, Cardinal Glennon Children's Hospital, DePaul Hospital, St. Clare Hospital, St. Mary’s Hospital St. Louis, St. Joseph Hospital, Good Samaritan Hospital (IL), St. Mary's Hospital Centralia (IL), and the St. Louis University-Anheuser Busch Institute. Mercy-affiliated sites include Mercy St. Louis, Jefferson, Perryville, South, Southeast, and Washington Hospitals. BJC-affiliated sites include Missouri Baptist Medical Center, Missouri Baptist Sullivan Hospital, St. Peter’s Hospital, and Parkland Health Center. St. Luke’s facilities include St. Luke’s Hospital (Chesterfield) and Hedrick Medical Center.

Baptist Health Paducah (KY), Blessing Hospital (Illinois), Boone Hospital Center, Harry S. Truman Memorial Veterans' Hospital, John J. Cochran Veterans Affairs Hospital, Lake Regional Hospital, Missouri Delta Medical Center, Phelps Health, St. Francis Medical Center, and University of Missouri Hospital Center complete our outstanding group of clinical affiliates.

Program Curriculum

Enrollment requires admission to the NAP or special permission of the Program Director.

Science Core

- PHYS 7500 Physics for Anesthesia (2 hours)
- AHP 7010 Advanced Human Physiology I (2 hours)
- AHP 7020 Advanced Human Physiology II (2 hours)
- AHP 7030 Cell Biology (3 hours)
- AHP 7050 Medical Biochemistry (3 hours)
- AHP 7080 Immunology (2 hours)
- AHP 7100 Human Gross Anatomy I (3 hours)
- AHP 7101 Human Gross Anatomy I Lab (1 hour)
- AHP 7200 Human Gross Anatomy II (3 hours)
- AHP 7201 Human Gross Anatomy II Lab (1 hour)
- AHP 8400 Advanced Pathophysiology (3 hours)
- DNAP 7900 Pharmacology I (3 hours)
- DNAP 8000 Advanced Pharmacology II (3 hours)
- DNAP 8010 Advanced Pharmacology III (3 hours)
- DNAP 8020 Advanced Pharmacology IV (3 hours)
- DNAP 8700 Pharmacogenomics (2 hours)

Anesthesia Courses

- DNAP 7000 Advanced Health Assessment (4 hours)
- DNAP 7100 Introduction to Anesthesia (3 hours)
- DNAP 7200 Basics of Anesthesia (3 hours)
- DNAP 7300 Principles of Anesthesia I (3 hours)
- DNAP 7400 Principles of Anesthesia II (3 hours)
- DNAP 8100 Anesthesia Concepts I (3 hours)
- DNAP 8200 Anesthesia Concepts II (3 hours)
- DNAP 8300 Anesthesia Concepts III (3 hours)
- DNAP 8400 Anesthesia Concepts IV (3 hours)
- DNAP 8410 Anesthesia and Coexisting Diseases (3 hours)
- DNAP 8500 Current Topics in Anesthesia I (1 hour)
- DNAP 8510 Current Topics in Anesthesia II (1 hour)
- DNAP 8520 Current Topics in Anesthesia III (1 hour)
- DNAP 8530 Current Topics in Anesthesia IV (1 hour)
- DNAP 7150 Clinical Simulation Experience I (2 hours)
- DNAP 7250 Clinical Simulation Experience II (2 hours)
- DNAP 7350 Clinical Simulation Experience III (2 hours)
- DNAP 7550 Introduction to Clinical Experience (2 hour)
- DNAP 7650 Clinical Experience I (2 hours)
- DNAP 7750 Clinical Experience II (2 hours)
- DNAP 7850 Clinical Experience III (2 hours)
- DNAP 8050 Clinical Experience IV (2 hours)
- DNAP 8150 Clinical Experience V (2 hours)
- DNAP 8250 Clinical Experience VI (2 hours)

- DNAP 8350 Clinical Experience VII (2 hours)
- DNAP 8450 Clinical Experience VIII (2 hours)
- DNAP 8550 Clinical Experience IX (2 hours)
- DNAP 8650 Clinical Experience X (2 hours)

Doctoral Core

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- DNAP 6400 Population Health and Epidemiology (2 hours)
- DNAP 8240 Health Care Policy Analysis and Advocacy (3 hours)
- DNAP 8430 Health Administration Law and Ethics (3 hours)
- DNAP 8440 Advanced Practice Nurse Role in Leadership and Health Care (3 hours)

Research Core

- AHP 7510 Biostatistics for Health Sciences (3 hours)
- AHP 7500 Translational Research (2 hours)
- DNAP 7501, DNAP 7502, DNAP 7503, DNAP 7504, DNAP 7505, DNAP 7506, DNAP 7507, DNAP 7508; Research/Thesis Project I-VIII (8 hours)

Total required: 132 credit hours

Requirements

Academic Performance

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

General Requirements

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

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

Continuous Enrollment

Graduate students enrolled in the NAP must maintain continuous enrollment, or request special permission from the Program Director. The Webster University NAP is a cohort program which requires continuous enrollment with courses completed in the prescribed succession.

Admission

See the Admission section of this catalog for general admission requirements.

Students interested in applying must submit their application through the Nursing Common Application System (NursingCAS) at https://nursingcas.org/. Applicants will need to create and account within the NursingCAS platform. The Webster NAP application can be found by searching for "Webster".

Additional Requirements

Requirements for admission to the NAP include:

- Current RN license (applicants must obtain a Missouri, Illinois, and Kentucky Nursing License once admitted into the program).
- Bachelor's degree in nursing or related field from a fully accredited institution.
- Prerequisite courses (college-level, 3 credit hours each with satisfactory grades, taken within the last 5 years). Labs are not required for these courses but are encouraged. All prerequisite courses should be completed, with grades received, prior to the application deadline. We encourage applicants to take challenging courses with in depth study of these topics. Courses that provide only superficial introduction of the content will not prepare you as well for the NAP curriculum.
  - Organic Chemistry and/or Biochemistry - courses that combine organic chemistry and biochemistry are acceptable. This course should not be combined with or have a review of general chemistry. A good indicator of this is a general chemistry prerequisite for the course. Courses that include general chemistry content will NOT be accepted.
  - Physics - this must be a college-level, algebra-based physics course for science majors. Courses offering instruction in the 'concepts' or a 'survey' of physics for nonscience-based majors will NOT be accepted.
- A cumulative GPA of 3.0 on a 4.0 scale for undergraduate studies or evidence of outstanding post-graduation academic achievement.
- A minimum of one year of experience in a critical care setting as a professional registered nurse (two years preferred in an adult intensive care unit (ICU) setting)

Application Process

Applications must be submitted through the NursingCAS platform. The application deadline is May 1 annually. Application, payments and transcripts must be received by 11:59 PM CST on the deadline date. To ensure items arrive on time, try to send all documents several weeks before the deadline.

Candidates are encouraged to complete their application as soon as possible for early consideration. Please complete the following steps to apply:

1. Complete the NursingCAS application
2. Request official transcripts from all US institutions attended be sent to NursingCAS
3. Request Official Evaluation(s) for any Non-US institutions attended be sent to NursingCAS
4. Upload personal statement
5. Upload CRNA Shadowing Form(s) - 8 hours minimum, see Documents section in NCAS for a link to the form
6. Upload resume
7. Upload CCRN score sheet
8. Upload BLS and ACLS and PAL certifications (and PALS if already obtained). BLS, ACLS and PALS certifications must be from an AHA approved provider.
9. Upload any additional supporting information you wish to include, such as copies of other certifications, awards, and/or publications within the past 2 years
10. Provide contact information for a minimum of three individuals in NCAS (one should be from an immediate supervisor, and one should be from a clinical professional)

All applications will be carefully reviewed and selected candidates will be invited for a personal interview. If offered an interview, the candidate is required to submit a State and Federal Criminal Background check (instructions will be provided) and a copy of their Green Card if they are a U.S. Permanent Resident. The Admissions Committee will then determine which candidates will be offered admission into the program.

Questions may be directed to:
Graduate Admissions
Office: 314-246-7931
admissions@webster.edu

Special Consideration

Applicants to the Doctor of Nurse Anesthesia Practice (DNAP) with an Emphasis in Health Administration who have completed the Master of Health Administration (MHA) degree at Webster University will be credited for the following courses:

- HLTH 5000 Organization and Management in Health Administration
- HLTH 5050 Financial Management in Health Administration

Applicants who are accepted into the Nurse Anesthesia Program (NAP) will receive six credit hours for these two courses, with a requirement to successfully complete the remaining 126 credit hours of the degree as prescribed in the catalog.

Education and Innovation (MA)

This program is offered by the School of Education. It is available online and at the Tashkent campus.

Program Description

Webster University's Master of Arts in Education and Innovation prepares professionals to lead creative, technology-enhanced learning and change initiatives across educational, organizational, and community contexts. The program draws on creativity studies, learning sciences, instructional design, and emerging learning technologies; including responsible applications of artificial intelligence (AI); to develop advanced knowledge, skills, and innovative competencies in educational design and innovation.

Designed for educators, trainers, instructional designers, organizational leaders, and other professionals in the public, private, corporate, military, and not-for-profit sectors, the MA in Education and Innovation bridges theory and practice by connecting online or on-campus learning with real-world professional environments. The program emphasizes transformative learning, experiential design, interdisciplinary problem-solving, and ethical technology integration to address complex local and global challenges.

Students develop expertise in creative problem-solving, instructional methods and technologies, teamwork, facilitation, and change process management, while learning to transfer innovation across diverse learning systems. Graduates are prepared to foster and sustain a culture of innovation in multi-faceted learning environments, workplaces, and community contexts.

Program Learning Outcomes

Candidates completing the MA in Education and Innovation will be able to:

- PLO 1: Creativity & Innovation
  Promote, inspire, and cultivate creativity and innovative thinking for learning, service, and leadership, informed by principles from creativity studies and the learning sciences.
- PLO 2: Instructional Methods, Technologies & AI
  Apply instructional methods, learning technologies, and AI-supported design tools to support transformative learning, interdisciplinary problem-solving, and planet-sustainable solutions to local and global issues.
- PLO 3: Leadership & Facilitation
  Develop and demonstrate competencies as design team leaders and learning facilitators in educational, organizational, and community contexts.
- PLO 4: Lifelong Learning & Professional Growth
  Engage in lifelong learning for continuous improvement in professional practice, ethical innovation, and collaborative leadership.

Summary of Assessment Plan

The assessment plan for the MA in Education and Innovation evaluates student mastery of program learning outcomes across four integrated topical areas:

1. Theory and Foundations of Learning, Creativity, and Innovation
2. Methodologies, Technologies, and AI-Supported Design for Innovation
3. Instruction, Leadership, and Facilitation for Innovation
4. Evaluation, Research, and Reflective Professional Practice

Requisite program competencies are assessed through signature key assignments embedded within required courses aligned to each topical area. These assessments evaluate students' ability to integrate theory, applied design, instructional technologies, creativity frameworks, and professional practice.

An overall program-level competencies review is conducted in the capstone course, EDIN 6001: Integrated Studies in Education and Innovation, where students complete a comprehensive ePortfolio demonstrating mastery of program learning outcomes and alignment with relevant professional standards.

Requirements

Core Courses (18 hours)

- EDIN 5001 Foundations of Global Citizenship (3 hours)
- EDIN 5140 Evaluation of Training Programs (3 hours)
- EDIN 5180 Creativity and Innovation (3 hours)
- EDIN 5624 Transformative Learning (3 hours)
- EDIN 5650 Design Thinking (3 hours)
- EDIN 5703 Instructional Design and Development with AI (3 hours)

Electives (12 hours)

Elective courses may include: program-relevant courses such as those listed below, advisor-approved graduate courses pertinent to the student's program of study or coursework applicable to graduate certificate programs in related fields. Up to 9 hours of approved transfer graduate courses from other universities or in-service courses may be included in the program.

Examples of relevant elective courses:

- EDIN 5110 Digital Storytelling (3 hours)
- EDIN 5190 Leadership and Innovation (3 hours)
- EDIN 5622 Restorative Justice: Learning Communities (3 hours)
- EDIN 5620 Mindfulness (3 hours)
- EDIN 5750 Special Institute (1-3 hours)
- EDIN 5700 Foundations of Computing and AI in Instruction (3 hours)
- EDIN 5701 Learning Sciences in the Age of AI (3 hours)
- EDIN 5704 Online Courses and Curriculum Design (3 hours)
- EDIN 5840 Innovations in Learning Systems: Global Perspectives (3 hours)
- EFGS 5000 Foundations of Global Sustainability (3 hours)
- EFGS 5410 In-Service Topics: Sustainability Institute for Educators (3 hours)
- EFGS 5740 Economics: Choices and Challenges (3 hours)

Capstone or Thesis (3-6 hours)

- EDIN 6001 Integrated Studies: Education and Innovation (for Non Thesis Track) (3 hours)
  or

- EDIN 6250 Thesis (for Thesis Track) (3-6 hours)

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

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the MA in Education and Innovation program include:

- Receipt of all official transcripts.
- Final degree conferred GPA of 2.5 or higher.

Environmental Management (MS)

This program is offered by the College of Science and Health. It is available online and at the St. Louis main campus.

STEM program

Program Description

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

Learning Outcomes

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

- Apply key terminology, facts, concepts, principles, historical perspectives and theories concerning environmental management and global sustainability toward solving environmental challenges.
- Align sustainability initiatives with organization mission and core values.
- Manage environmental-related risk from an organization's operation.
- Identify environmental hazards affecting air, water and soil quality.
- Assess environmental-related risk.
- Develop controls to reduce or eliminate risk.
- Employ project management processes and analytical tools to achieve a sustainable outcome to environmental problems.
- Conduct environmental research and communicate risk from an organization's operations.
- Research scientific, engineering, economic, and congressional information for statutory, regulatory and sustainable approaches to environmental problems.
- Prepare technical papers/briefings to communicate risk/solutions to stakeholders.

Program Curriculum

Required Courses

The 36 credit hours required for the MS in environmental management must include the following courses:

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

In addition, the student completes 9 credit hours of graduate elective courses offered from other programs. If a student takes BUSN 5760 Applied Business Statistics (3 hours) at Webster as a prerequisite for the program, these credit hours count towards the elective hours.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Prerequisites

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

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 with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Finance (MS)*

This program is offered by the George Herbert Walker School of Business and Technology. It is only available online.

Program Description

The master of science (MS) in Finance is designed to provide a quantitative and comprehensive examination of the finance field, with special emphasis on the areas of corporate finance. Students will progress through courses in corporate finance, investments, and markets and institutions. A capstone experience will tie together the major finance topics, with a significant focus on mergers and acquisitions and firm valuation.

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

Learning Outcomes

- Students can determine the value of financial assets.
- Students can analyze the financial decisions of a corporation.
- Students can evaluate credit and interest rate risk.

Program Curriculum

The master of science in finance requires successful completion of 30 credit hours including 24 required credit hours and 6 credit hours of electives. The following courses are required for the master of science in finance:

- MBA 5020 Quantitative Methods for the MBA (3 hours)
- FINC 5000 Finance (3 hours)
- FINC 5100 Finance Modeling (3 hours)
- FINC 5210 Investments (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5890 Financial Statement Analysis (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)
- Electives (6 hours)

Dual Degree Option: MBA/MS in Finance

45 Credit Hours

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

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

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- FINC 5000 Finance*^ (3 hours)
- FINC 5100 Financial Modeling (3 hours)
- FINC 5210 Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5890 Financial Statement Analysis (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3 hours) as a program prerequisite.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Applicants to the MS in Finance must have completed a bachelor's degree or higher in a business discipline in a program accredited by ACBSP, AACSB, IACBE, EQUIS or AMBA. An applicant without such a degree wishing to enroll in this program will be required to first complete BUSN 5000 with a grade of B- or better.

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 with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Health Care Management (MA)

This program is offered by the George Herbert Walker School of Business and Technology. It is only available at the Geneva campus and the courses are taught in French.

Program Description

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

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

Learning Outcomes

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

Program Curriculum

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

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

Admission

See the Admission section of this catalog for general requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution to:

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

Additional Requirements

- This program is taught in French, therefore students must meet francophone requirements.

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 with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Human Resources Management (MA)

This program is offered by the George Herbert Walker School of Business and Technology. It is available online, at the St. Louis main campus and at select U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The goal of the human resources management degree is to prepare human resource professionals to address the complexities and challenges of managing today's workforce. The program content is designed to provide a comprehensive coverage of the major human resource functions, addressing strategic decisions and operational execution of HR service delivery. The courses involve both practical and theoretical considerations in the development of HR professionals in settings such as business, industry, government and nonprofit organizations and institutions, both nationally and globally.

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

Learning Outcomes

- Students will be able to explain the important terminology, facts, concepts, principles, analytic techniques and theories used in human resources management.
- Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques and theories used in human resources management when analyzing situations.
- Students will be able to effectively integrate important facts, concepts, principles and theories used in human resources management when developing solutions or analyzing situations.

Program Curriculum

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

- HRMG 5000 Managing Human Resources *(Requisite Course)* (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRMG 5700 Employment Law (3 hours)
- HRMG 5800 Staffing (3 hours)
- HRMG 5920 Compensation (3 hours)
- HRMG 5930 Labor-Management Relations (3 hours)
- HRMG 6000 Integrated Studies in Human Resources Management (3 hours)

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

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

Dual Degree Option: MBA/MA in Human Resources Management

48 Credit Hours

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

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

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRMG 5700 Employment Law (3 hours)
- HRMG 5800 Staffing (3 hours)
- HRMG 5920 Compensation (3 hours)
- HRMG 5930 Labor-Management Relations (3 hours)
- HRMG 6000 Integrated Studies in Human Resources Management (3 hours)

*MNGT 5590 may substitute for MBA 5100.

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3 hours) as a program prerequisite

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must

submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

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

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

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

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Information Technology Management (MA)

This program is offered by the George Herbert Walker School of Business and Technology. It is available at the San Antonio campus.

STEM program

Program Description

The master of arts (MA) in information technology management program is designed to educate and develop managers who can effectively manage the planning, design, selection, implementation, use and administration of emerging and converging information and communications technologies. The program curriculum provides students with the technical knowledge and management knowledge and skills needed to effectively integrate people, information and communication technologies, and business processes in support of organizational strategic goals.

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

Learning Outcomes

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

Program Curriculum

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

- ITM 5000 Information Technology Management: Overview *(Requisite Course)* (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- ITM 5100 Information and Communications Systems and Networks (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)
- ITM 5300 Procurement and Contract Management for Information Technology (3 hours)
- ITM 5400 Systems Analysis, Design and Implementation (3 hours)
- ITM 5600 Information and Communications Security (3 hours)
- ITM 6000 Final Project in Information Technology Management (3 hours)

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

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

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

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

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

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Information Technology Management (MS)

This program is offered by the George Herbert Walker School of Business and Technology. It is available online and at the San Antonio and St. Louis main campuses.

STEM program

Program Description

The master of science (MS) in information technology management program is designed to educate and develop managers who can effectively manage the planning, design, selection, implementation, use and administration of emerging and converging information and communications technologies. The program curriculum provides students with the technical knowledge and management knowledge and skills needed to effectively integrate people, information and communication technologies, and business processes in support of organizational strategic goals.

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

Learning Outcomes

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

Program Curriculum

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

- ITM 5000 Information Technology Management: Overview *(Requisite Course)* (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- ITM 5100 Information and Communications Systems and Networks (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)
- ITM 5300 Procurement and Contract Management for Information Technology (3 hours)
- ITM 5400 Systems Analysis, Design and Implementation (3 hours)
- ITM 5600 Information and Communications Security (3 hours)
- ITM 6000 Final Project in Information Technology Management (3 hours)

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

Dual Degree Option: MBA/MS in Information Technology Management

48 Credit Hours

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

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

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- ITM 5000 Information Technology Management: Overview (3 hours)
- ITM 5100 Information and Communications System and Networks (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)
- ITM 5300 Procurement and Contract Management for Information Technology (3 hours)
- ITM 5400 Systems Analysis, Design and Implementation (3 hours)
- ITM 5600 Information and Communications Security (3 hours)
- ITM 6000 Final Project in Information Technology Management (3 hours)

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3 hours) as a program prerequisite.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Applicants to the information technology management (MS) must have completed a business or business-related undergraduate degree meeting the following criteria:

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

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

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

International Relations (MA)

This program is offered by the College of Humanities and Social Sciences. It is available at Tbilisi, Georgia

Program Description

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

The degree requires satisfactory completion of 27 credit hours of the INTL curriculum and 9 credit hours of graduate electives for a total of 36 credit hours.

Learning Outcomes

Students who complete this program will be able to:

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

Program Curriculum

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

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

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

*Students completing their degree at either the Vienna or Geneva campuses are required to complete INTL 6250 Thesis and INTL 6900 University Thesis Requirements to meet this requirement.

Comparative Politics Cluster (2 courses)

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

International Politics Cluster (4 courses)

- INGO 5000 Introduction to International and Nongovernmental Organizations (3 hours)
- IRSS 5400 International Political Economy (3 hours)
- IRSS 5510 Theories of International Relations (3 hours)
- IRSS 5530 International Law (3 hours)
- IRSS 5535 International Disaster Law (3 hours)
- IRSS 5540 International Organizations (3 hours)
- IRSS 5545 The United Nations in International Politics (3 hours)
- IRSS 5550 War and Diplomacy (3 hours)
- IRSS 5560 U.S. Foreign Policy (3 hours)
- IRSS 5585 Food and Water Security (3 hours)
- IRSS 5590 International Security (3 hours)
- IRSS 5595 Energy Security (3 hours)
- IRSS 5700 Humanitarian Issues in International Politics (3 hours)

- IRSS 5800 Globalization (3 hours)
- IRSS 5860 Issues in International Politics (3 hours)
- IRSS 5870 International Law and Politics of Outer Space (3 hours)
- IRSS 5890 Terrorism in World Politics (3 hours)
- NTSC 5000 Introduction to National Security Studies (3 hours)

International Relations Elective Courses (3 courses)

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

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

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

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

**Advanced Research Methods may be substituted for a course in the Comparative cluster or in the International Politics cluster.

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

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

International Relations and Security Studies (MA)

This program is offered by the College of Humanities and Social Sciences. It is available online, at the St. Louis main campus and at select international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The Master of Arts in International Relations and Security Studies (IRSS) provides students with a comprehensive understanding of the complexities of global politics, security issues, and international affairs. The IRSS program equips students with the knowledge and analytical skills necessary to navigate and address global challenges, focusing on both international relations and security studies. The curriculum is designed to develop expertise in safeguarding nations from internal and external threats while enhancing students' understanding of the international system, global problems, and security concerns. This degree program integrates AI technologies into its curriculum to enhance analytical capabilities.

Students have the option to specialize in one of two tracks:

1. International Relations track
2. Security Studies track

Graduates will be well-prepared for careers in government, intergovernmental organizations, NGOs, or the private sector. Those interested in pursuing a PhD or an academic career are encouraged to select the thesis option as their culminating experience.

Learning Outcomes

Successful graduates of this program will be able to:

- Demonstrate a comprehensive understanding of various subfields within international relations.
- Identify key actors, issues, threats, institutions and legal frameworks in both national and international security contexts.
- Exhibit strong research skills, utilizing qualitative and quantitative methodologies.
- Critically analyze complex international security issues and propose evidence-based solutions.
- Communicate effectively in written form, tailored to diverse audiences, including policymakers, security experts and academic peers.
- Apply AI tools and technologies to enhance research capabilities and effectively communicate analytical insights to stakeholders in the fields of international relations and security.

Program Curriculum

36 credit hours

Core Courses (12 credit hours)

- IRSS 5000 Introduction to International Relations and Security Studies (3 hours)
- IRSS 5100 Research Methods and Perspectives (3 hours)
- IRSS 5200 Security Policy Development and Artificial Intelligence (3 hours)
- IRSS 6000 Capstone (3 hours)
  OR IRSS 6250 Thesis (6 hours) or IRSS 6300 International Relations and Security Studies Lab (3 hours)

Specialization Track Courses (18 credit hours)

- Six courses from the chosen track, outlined below

Electives (6 credit hours)

- Any graduate credits

Specialization Track Courses

International Relations track
Choose 4 courses from the international relations cluster and 2 courses from the comparative cluster

International Relations cluster

- IRSS 5400 International Political Economy (3 hours)

- IRSS 5510 Theories of International Relations (3 hours)
- IRSS 5530 International Law (3 hours)
- IRSS 5540 International Organizations (3 hours)
- IRSS 5550 War and Diplomacy (3 hours)
- IRSS 5590 International Security (3 hours)
- IRSS 5860 Issues in International Relations and Security Studies (3 hours)
- IRSS 5870 International Law and Politics of Outer Space (3 hours)
- IRSS 6500 Internship (3-6 hours)

Comparative cluster

- IRSS 5625 Middle East/West Asia Area Studies (3 hours)
- IRSS 5635 Western European Area Studies (3 hours)
- IRSS 5645 Asian Area Studies (3 hours)
- IRSS 5655 African Area Studies (3 hours)
- IRSS 5665 South and Central Asia Area Studies (3 hours)
- IRSS 5675 Central and Eastern European Area Studies (3 hours)
- IRSS 5685 Latin America Area Studies (3 hours)

Security Studies track
Choose 4 courses from one cluster and two courses from one of the remaining clusters.

International and National Security cluster

- IRSS 5400 International Political Economy (3 hours)
- IRSS 5560 U.S. Foreign Policy (3 hours)
- IRSS 5590 International Security (3 hours)
- IRSS 5625 Middle East/West Asia Area Studies (3 hours)
- IRSS 5635 Western European Area Studies (3 hours)
- IRSS 5645 Asian Area Studies (3 hours)
- IRSS 5655 African Area Studies (3 hours)
- IRSS 5665 South and Central Asia Area Studies (3 hours)
- IRSS 5675 Central and Eastern European Area Studies (3 hours)
- IRSS 5685 Latin America Area Studies (3 hours)
- IRSS 5860 Issues in International Relations and Security Studies (3 hours)
- IRSS 5890 Terrorism in World Politics (3 hours)
- IRSS 6500 Internship (3-6 hours)

Cybersecurity Operations cluster

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)
- CSSS 5250 Use and Protection of Space Assets (3 hours)

Criminal Justice cluster

- CRIM 5050 Organization and Administration of Criminal Justice (3 hours)
- CRIM 5060 Policing and Law Enforcement (3 hours)
- CRIM 5070 Institutional and Community Corrections (3 hours)
- LEGL 5450 American Constitutional Law (3 hours)

Dual Degree Option: MA in International Relations and Security Studies/MS in Criminal Justice

48 Credit Hours

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

Required Courses

- CRIM 5000 Ethics and Decision Making in Criminal Justice (3 hours)
- CRIM 5100 Theories of Crime and Justice (3 hours)
- LEGL 5480 Criminal Actions (3 hours)
- IRSS 5000 Introduction to International Relations and SEcurity Studies (3 hours)
- IRSS 5100 Research Methods and Perspectives (3 hours)
- IRSS 5590 International Security (3 hours)
- CRIM 6000 Capstone (3 hours)
  or IRSS 6000 Capstone (3 hours)
  or IRSS 6250 Thesis* (6 hours)

*The six credit hours for IRSS 6250 are drawn from the 3 hours reserved for the IRSS 6000 capstone and 3 elective credit hours in the program.

Electives

- 4 additional courses from the following:
  - Any course with the CRIM prefix
  - One of the courses can be LEGL 5450
- 4 courses from the International Relations and National Security cluster in the MA in International Relations and Security Studies
- 1 additional course drawn from electives in either the MA in International Relations and Security Studies or the MA in Criminal Justice

Dual Degree Option: MA in International Relations and Security Studies/MS in Cybersecurity Operations

54 Credit Hours

This program is only available at at select U.S. locations.

Upon completion of the 54 credits, two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Required Courses

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5150 Cybersecurity Risk Management (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 5180 Social Engineering (3 hours)
- CSSS 6000 Practical Research in Cybersecurity (3 hours)
- IRSS 5000 Introduction to International Relations and Security Studies (3 hours)
- IRSS 5590 International Security (3 hours)
- IRSS 5100 Research Methods and Perspectives (3 hours)
- IRSS 6000 Capstone (3 hours)
  OR IRSS 6250 Thesis* (6 hours)

*The six credit hours for IRSS 6250 are drawn from the 3 hours reserved for the IRSS 6000 capstone and 3 elective credit hours in the program.

Electives

- 2 elective courses chosen from the MS in Cybersecurity Operations
- 4 electives chosen from the International Relations track of the MA in International Relations and Security Studies

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Legal Studies (MA)

This program is offered by the College of Humanities and Social Sciences. It is available in person at the St. Louis main campus, via Live Virtual (synchronous) and via hybrid online (asynchronous and synchronous via Live Virtual).

Program Description

The coursework for the master of arts (MA) in legal studies is designed to provide students with a broad understanding of the legal environment in which individuals, businesses and the judiciary operates. The Program is designed to provide students with a functional understanding of the law applicable to professions and industries that regularly intersect with legal issues. This degree should be attractive to those individuals who need additional legal knowledge to function more effectively (for example, managers, teachers, government employees and legal assistants). The program in legal studies does not prepare students for the practice of law, and its graduates are not eligible for admission to the bar.

MA degree-seeking students with a declared major in legal studies may seek, concurrently with the degree, a certificate in paralegal studies. All of the coursework is applied toward both the degree and the certificate. To gain the certificate, students must pay a second graduation fee.

Learning Outcomes

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

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

Program Curriculum

The 36 credit hours required for the MA degree in legal studies must include the following courses:

- LEGL 5000 Introduction to Legal Studies (Requisite Course) (3 hours)
- LEGL 5100 Tort Law (3 hours)
- LEGL 5300 Ethics for the Legal Professional (3 hours)
- LEGL 5260 Methods of Legal Research and Writing I (3 hours)
- LEGL 5270 Methods of Legal Research and Writing II (3 hours)
- LEGL 5504 Contract Law (3 hours)
- LEGL 5450 American Constitutional Law (3 hours)
- LEGL 5470 Civil Actions (3 hours)
- LEGL 5480 Criminal Actions (3 hours)
- LEGL 5490 Advanced Topics in Law (3 hours)
- LEGL 5800 Computers and the Law (3 hours)
- LEGL 6000 Research and Writing Project (3 hours)

If a substitution has been approved for a required course, the student must choose either LEGL 5850 Advanced Legal Writing, LEGL 5550 Paralegal Clinical Studies, HRMG 5700 Employment Law (3 hours), or an additional LEGL 5490 Advanced Topics in Law course. Courses from the Legal Studies Study Abroad Program may be used as substitution as well.

Note: A paralegal is a person, qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. Paralegals or legal assistants may not provide legal services directly to the public, except as permitted by law. Webster University's St. Louis area paralegal programs have been approved by the American Bar Association.

Special Requirement

Students must take at least nine (9) semester hours of required legal specialty courses through synchronous instruction.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Admission Criteria and Process

- Applicants considered for admission to graduate studies at Webster University must hold an earned baccalaureate degree from an accredited educational institution recognized by Webster University, and meet all program admission standards.

- Applicants who have a completed baccalaureate degree from a U.S. accredited institution must satisfy program requirements or requisites, including a 2.5 (on a 4.0 scale) minimum cumulative Grade Point Average (GPA) at their baccalaureate degree granting institution for full admission.
- Students who completed their university education outside the U.S. must have earned an equivalent recognized baccalaureate degree as determined by Webster University.
- Students who have the necessary academic preparation for admission to accredited/recognized master's-level university programs in their native system of education, providing their academic preparation was at least three years in length, will be considered for admission using Webster University admission criteria. Consideration includes a minimum, cumulative GPA as calculated by Webster University.

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 with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Management and Leadership (MA)

This program is offered by the George Herbert Walker School of Business and Technology. It is available online, at the St. Louis main campus, at select U.S. campuses, and the Geneva campus. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

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

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

Learning Outcomes

Graduates of management and leadership program will be able to:

- Demonstrate proficiency with group dynamics, collaboration, interpersonal relations and leading individuals, teams and organizations.
- Analyze and organize proficient solutions for complex business problems and demonstrate logical reasoning and idea generation for making effective business decisions.
- Demonstrate proficiency in the functional areas of business, such as finance, accounting, marketing operations and human resources, as well as the capacity to synthesize and apply this functional knowledge.
- Construct solutions to management problems using facts, concepts, principles and analytical techniques, quantitative skills and theories used in the study of management.

Program Curriculum

The 36 credit hours required for the Master of Arts (MA) in Management and Leadership must include the following courses:

- MNGT 5000 Management *(Requisite Course)* (3 hours)
- MNGT 5590 Organizational Behavior (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- MNGT 5650 Management and Strategy (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- MNGT 6000 Integrated Studies in Management (3 hours)

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

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

Emphasis Options

Management and Leadership has 12 elective credit hours. Students can customize this generalist degree by using these hours to capture an emphasis. Seven (7) emphases are shown below, with their parent departments.

Cybersecurity (Computer & Information Sciences)

This emphasis is only available at Geneva.

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

Dual Degree Option: MBA/MA in Management and Leadership

45 Credit Hours

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

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

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MNGT 5000 Management (3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- MNGT 5650 Management and Strategy (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- MNGT 6000 Integrated Studies in Management (3 hours)

*MNGT 5590 may substitute for MBA 5100.

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3) as a program prerequisite

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

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

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

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

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Marketing (MS)

This program is offered by the George Herbert Walker School of Business and Technology. It is available online and at the St. Louis main campus. The Emphasis in Analytics is available in San Antonio.

Program Description

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

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

Learning Outcomes

- Students will be able to effectively acquire relevant information as well as evaluate and analyze it in order to make impactful strategic marketing decisions.
- Students will be able to effectively manage value creation by developing and evaluating marketing strategies and objectives to foster long-term success and promote meaningful relationships.
- Student will demonstrate personal skills (e.g. communication, personal brand management, ethics, team management) which are important keys to success as a marketing manager.

Program Curriculum

The 30 credit hours required for the master of science in marketing must include the following courses:

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

In addition, the student chooses elective courses (6 hours) offered in this major (e.g. MRKT prefix) or from the following list:

- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3 hours)
- ADVT 5410 Fundamentals of Branding (3 hours)
- CSBU 5300 Database Systems for Business Analytics (3 hours)
  or CSDA 5210 Databases and Data Warehouses (3 hours)
- CSDA 5310 Data Visualization (3 hours)
- CSBU 5420 Machine Learning for Business Analytics (3 hours)
- CSBU 6300 Descriptive Analytics and ERP Integration Practicum (3 hours)
- BUSN 6160 Integrated Business Processes and ERP (3 hours)
- PROC 5830 Pricing (3 hours)
- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5200 Basic Finance for Managers (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- BUSN 5220 Global Supply Chain Management (3 hours)

If the requisite course is waived, the student must choose an elective course from the electives listed above. Students pursuing dual majors who have the requisite course(s) waived will complete only the remaining required courses for the dual majors.

Emphasis in Analytics**

The emphasis in analytics is available in San Antonio.

**STEM program

Emphasis-Specific Learning Outcomes

- Students will be able to effectively develop and evaluate analytical efforts and resulting insights which support greater business efforts.

36 credit hours

Emphasis-Specific Required Courses

The Marketing (MS) with an emphasis in analytics must include the following courses:

- CSBU 5320 Data Analytics Foundations for Business Analytics (3 hours)
- CSDA 5310 Data Visualization (3 hours)
- CSBU 5420 Machine Learning for Business Analytics (3 hours)
- MRKT 6300 Marketing Analytics Integrated Practicum (3 hours)

Dual Degree Option: MBA/MS in Marketing

45 Credit Hours

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MRKT 5000 Foundations of Marketing Strategic Thinking* (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours) **or** MRKT 5730 International Marketing (3 hours)
- MRKT 5720 Promotional Management (3 hours) **or** MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5850 Marketing Research (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- MRKT 6000 Integrated Studies in Marketing (3 hours)

*MRKT 5000 substitutes for MBA 5300.

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3 hours) as a program prerequisite

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Applicants to the marketing (MS) must have completed a business or business-related undergraduate degree meeting the following criteria:

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

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

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Master of Business Administration (MBA)

This program is offered by the George Herbert Walker School of Business and Technology. It is available online both asynchronous and synchronous (Live Virtual) modalities and at the St. Louis main campus and at select U.S. and international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The successful organization has a deliberate strategy for maximizing the value it creates. This strategy is effectively communicated to all participants in the business. The internal stakeholders understand their role in implementing the organization's vision and all processes are developed to achieve it. The Walker School of Business & Technology's MBA is developed with this organizational purpose in mind. Its aim is to teach students the business competencies needed to develop and implement value creating ideas and solutions while building the personal skills necessary to achieve their professional aspirations.

Learning Outcomes

This purpose is made clear in the following program learning outcomes:

- Students can analyze a business and identify and evaluate opportunities for value creation.
- Students can apply the core business competencies necessary to increase organizational value.
- Students demonstrate the personal effectiveness competencies necessary to achieve their professional goals and to contribute to the accomplishment of the organization's objectives.

To achieve these outcomes, the Walker School MBA focuses on the role each business process plays in creating value and the **Business Competencies** necessary for students to achieve organizational objectives. The curriculum complements these with **Personal Effectiveness Competencies** necessary for students to accomplish their personal and professional goals. Both sets of competencies are practiced throughout the curriculum in an innovative delivery method that combines online learning with weekly, two-hour application and discussion sessions, either face-to-face or online.

Business Competencies

- Identify and value opportunities for value creation
  - Value creation
  - Strategy
  - Market analysis
  - Pro forma analysis
  - Capital budgeting
  - Quantitative analysis
- Develop an implementation plan
  - Project management
  - Distribution and pricing
  - Product and promotion
  - Customer relations
- Manage business processes
  - Supply chain and logistics
  - Process analysis
  - Leadership
  - Developing and managing teams
  - Developing and managing workers
- Provide decision support
  - Information infrastructure
  - Database management
  - Data analytics
  - Managerial accounting

Personal Effectiveness Competencies

- Effective communication
- Collaborative work
- Efficient organization of work
- Independent learning
- Creative problem solving
- Systematic thinking
- Analytical decision making
- Probabilistic thinking
- Spreadsheet analysis

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

General Requirements

The MBA degree-seeking student should consult the Admission, Enrollment and Academic Policies sections of this catalog for policies regarding application, admission, registration and the academic policies of Webster University. Academic policies or exceptions to policies applicable to MBA students are noted under their respective general academic policies.

Curriculum

Total: 30 credit hours

The MBA curriculum is organized into three parts: Value Creation Foundation, Value Creation Components and Value Creation in Practice. The Value Creation Foundation must be completed before progression to the Value Creation Components which, in turn, must be completed before taking the two Value Creation in Practice classes.

Value Creation Foundation (9 hours)

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)

Value Creation Components (15 hours)

- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)

Value Creation in Practice (3 hours)

- MBA 5910 Cases in Value Creation (3 hours)

Electives (3 hours)

Note: Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3) as a program prerequisite

Special Requirements

Students studying at the Vienna campus must complete two additional research courses, including a thesis, in order to meet Austrian accreditation requirements to receive the Austrian accredited Diploma.

Areas of Emphasis

Requirements for an area of emphasis in the MBA program include the MBA required coursework (33 credit hours) and additional course requirements as identified below for each individual area of emphasis. If BUSN 5000 has been waived, the required hours are reduced by 3 credits and the BUSN 5000 course does not require a substitution.

Areas of emphasis for the MBA degree are:

- Analytics*
- Corporate Finance
- Cybersecurity Operations
- Health Administration
- Marketing
- Project Management

Not all areas of emphasis are offered at every Webster University location. The student should consult individual campuses to verify the areas of emphasis offered.

MBA with an Emphasis in Analytics*

This emphasis is available at St. Louis main campus and at the San Antonio campus.

*STEM program

39 Credit Hours

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

- BUSN 6160 Integrated Business Process and ERP (3 hours)
- BUSN 5760 Applied Business Statistics (3 hours)
- CSBU 5320 Data Analytic Foundations for Business Analytics (3 hours)
- CSDA 5310 Data Visualization (3 hours)
- CSBU 5420 Machine Learning for Business Analytics (3 hours)

*BUSN 6160 may substitute for MBA 5500.

MBA with an Emphasis in Corporate Finance

36 Credit Hours

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

- FINC 5000 Finance (3 hours)
- FINC 5100 Financial Modeling (3 hours)
- FINC 5890 Financial Statement Analysis (3 hours)
- FINC 6100 Corporate Finance Emphasis Exit Exam (0 hours)

See also:

- Finance (MS)

MBA with an Emphasis in Cybersecurity Operations

This emphasis is offered at the Geneva campus.

39 Credit Hours

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

- CSSS 5000 Introduction to Cybersecurity (3 hours)
- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5210 Cybersecurity Law and Policy (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)

See also:

- Cybersecurity Operations (MS)

MBA with an Emphasis in Health Administration

36 Credit Hours

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

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration* (3 hours)
- HLTH 5140 Health Administration Law (3 hours)

*HLTH 5050 and HLTH 5100 may substitute for MBA 5020.

See also:

- Master of Health Administration (MHA)

MBA with an Emphasis in Marketing

39 Credit Hours

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

- MRKT 5000 Foundations of Marketing Strategic Thinking* (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
- MRKT 5720 Promotional Management (3 hours)
  or MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- Plus, any MRKT designated course or elective courses listed in the MS in marketing program (3 hours)

*MRKT 5000 may substitute for MBA 5300.

See also:

- Marketing (MS)

MBA with an Emphasis in Project Management

36 to 42 Credit Hours

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

- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5300 Project Procurement Management (3 hours)
- BUSN 5700 Advances in Project Management (3 hours)

See also:

- Project Management (Certificate)

Dual Degree Options

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

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

Dual Degree Options with the MBA are:

- MBA/MHA
- MBA/MA in Business and Organizational Security Management
- MBA/MS in Finance
- MBA/MA in Human Resources Management
- MBA/MS in Information Technology Management
- MBA/MA in Management and Leadership
- MBA/MS in Marketing
- MBA/MA in Procurement and Acquisitions Management

Not all dual degrees are offered at every Webster University location. Students should consult individual campuses to verify the dual degrees offered.

Dual Degree Option: MBA/MHA

60 Credit Hours

- MBA 5010 Value Creation (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- HLTH 5000 Organization and Management in Health Administration (3 hours)
- BUSN 6150 Business Communications and Technology (3 hours)
- HLTH 5040 Human Resources Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration* (3 hours)
- HLTH 5070 Financial Analysis in Health Administration (3 hours)
- HLTH 5100 Statistics for Health Administration* (3 hours)
- HLTH 5120 Issues in Health Policy (3 hours)
- HLTH 5140 Health Administration Law (3 hours)
- HLTH 5130 Healthcare Strategy and Marketing (3 hours)
- HLTH 5150 Process Improvement in Health Administration (3 hours)
- HLTH 5160 Health Informatics (3 hours)
- HLTH 6000 Integrated Studies in Health Administration (3 hours)

*HLTH 5050 and HLTH 5100 substitute for MBA 5020.

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3) as a program prerequisite

See also:

- Master of Health Administration (MHA)

Dual Degree Option: MBA/MA in Business and Organizational Security Management

51 Credit Hours

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

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3) as a program prerequisite

See also:

- Business and Organizational Security Management (MA)

Dual Degree Option: MBA/MS in Finance

45 Credit Hours

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Finance Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- FINC 5000 Finance*^ (3 hours)
- FINC 5100 Financial Modeling (3 hours)
- FINC 5210 Investments (3 hours)
- FINC 5830 Institutions and Financial Markets (3 hours)
- FINC 5890 Financial Statement Analysis (3 hours)
- FINC 6290 Mergers and Acquisitions (3 hours)

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3 hours) as a program prerequisite

See also:

- Finance (MS)

Dual Degree Option: MBA/MA in Human Resources Management

48 Credit Hours

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- HRMG 5000 Managing Human Resources(3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRDV 5610 Training and Development (3 hours)
- HRMG 5700 Employment Law (3 hours)
- HRMG 5800 Staffing (3 hours)
- HRMG 5920 Compensation (3 hours)
- HRMG 5930 Labor-Management Relations (3 hours)
- HRMG 6000 Integrated Studies in Human Resources Management (3 hours)

*MNGT 5590 may substitute for MBA 5100.

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3 hours) as a program prerequisite

See also:

- Human Resources Management (MA)

Dual Degree Option: MBA/MS in Information Technology Management

48 Credit Hours

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- ITM 5000 Information Technology Management: Overview (3 hours)
- ITM 5100 Information and Communications System and Networks (3 hours)
- ITM 5200 Project Management of Information Technology (3 hours)
- ITM 5300 Procurement and Contract Management for Information Technology (3 hours)
- ITM 5400 Systems Analysis, Design and Implementation (3 hours)
- ITM 5600 Information and Communications Security (3 hours)
- ITM 6000 Final Project in Information Technology Management (3 hours)

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3 hours) as a program prerequisite

See also:

- Information Technology Management (MS)

Dual Degree Option: MBA/MA in Management and Leadership

The dual degree Master of Business Administration (MBA) with an Emphasis in Cybersecurity Operations and Management and Leadership (MA) is offered at the Geneva campus.

45 Credit Hours

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)

- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MNGT 5000 Management (3 hours)
- MNGT 5590 Organizational Behavior* (3 hours)
- HRMG 5000 Managing Human Resources (3 hours)
- MNGT 5650 Management and Strategy (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- HRDV 5630 Organization Development and Change (3 hours)
- MNGT 6000 Integrated Studies in Management (3 hours)

*MNGT 5590 may substitute for MBA 5100.

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3) as a program prerequisite

See also:

- Management and Leadership (MA)

Dual Degree Option: MBA/MS in Marketing

45 Credit Hours

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- MRKT 5000 Foundations of Marketing Strategic Thinking* (3 hours)
- MRKT 5610 Marketing Channel Management (3 hours)
  or MRKT 5730 International Marketing (3 hours)
- MRKT 5720 Promotional Management (3 hours)
  or MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5850 Marketing Research (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5960 Marketing Management (3 hours)
- MRKT 6000 Integrated Studies in Marketing (3 hours)

*MRKT 5000 substitutes for MBA 5300.

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3 hours) as a program prerequisite

See also:

- Marketing (MS)

Dual Degree Option: MBA/MA in Procurement and Acquisitions Management

48 Credit Hours

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- PROC 5000 Procurement and Acquisitions Management(3 hours)
- PROC 5810 Acquisitions Law (3 hour)
- PROC 5820 Operations Management (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5850 Logistics (3 hours)
- PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3 hours) as a program prerequisite

See also:

- Procurement and Acquisitions Management (MA)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

For information on dual degree and sequential degree options, see the appropriate sections in the Academic Policies section of this catalog.

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Master of Health Administration (MHA)

This program is offered by the George Herbert Walker School of Business and Technology. It is available via Live Virtual (100% synchronous modality), at the St. Louis main campus and at select international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

MHA with an Emphasis in Analytics is a STEM program

Program Description

This course of study builds a broad conceptual understanding of the healthcare industry and develops specific, focused administrative skills that will help graduates guide healthcare organizations toward greater efficiency, effectiveness and patient centered care.

The MHA is accredited by the Commission on Accreditation for Healthcare Management Education (CAHME) and the Accreditation Council for Business Schools and Programs (ACBSP).

MHA Mission Statement

The mission of the Master of Health Administration (MHA) Program is to provide students from a variety of backgrounds, who have work experience in areas relevant to healthcare, with the academic and professional preparation they need to achieve upward career mobility in hospitals and related healthcare organizations.

MHA Vision Statement

The Master of Health Administration (MHA) Program aspires to be nationally recognized as a leading provider of health administration for adult learners.

MHA Values Statement

- **Respect**: A culture of respect facilitates highly positive interactions between and among students, staff, faculty and other stakeholders.
- **Knowledge**: Knowledge allows us all, regardless of the role we serve, to maximize our abilities to achieve success.
- **Potential**: With proper guidance and support every individual has the potential to succeed.
- **Diversity and Inclusion**: Diversity in all its forms enriches the educational experience — in the classroom and outside in the work environment.

Learning Outcomes

Competencies

The Webster University Master of Health Administration program focuses on those competencies most aligned with the skills, knowledge and abilities commonly required for health administration positions in provider-based healthcare organizations. The Program's competency model is comprised of three dimensions (People, Management and Strategy) and includes 13 competencies. With each competency, we have identified the competency target level (1=beginning level of competency, 2=basic, and 3=professional).

People Dimension

1. Community Orientation: The ability to identify organizational priorities that align with the needs and values of the community. (target level 2)
2. Communication: The ability to effectively convey and receive information from others, including the essential components of active listening and clarity in writing and speaking. (target level 3)
3. Organizational Behavior: The ability to understand the way in which actions can impact and influence individuals and groups of individuals within organizations. (target level 3)
4. Human Resources: The ability to identify human resource management contemporary best practices, human resource related legal and regulatory requirements, and techniques for optimizing the performance of the workforce. (target level 2)

Management Dimension

1. Leading and Managing: The ability to identify appropriate methods for effectively influencing individuals and/or groups within an organization to take positive action toward supporting or achieving intended outcomes. (target level 3)
2. Finance: The ability to understand and explain financial and accounting information, determine the impact of varying reimbursement methods on revenue, identify strategies to improve the revenue cycle, and prepare and analyze budgets.(target level 1)
3. Marketing: The ability to understand the process by which organizations conceive, price, promote and distribute goods and services to create exchanges that satisfy individual and organizational objectives. (target level 1)
4. Information Technology: The ability to understand the role and function of administrative and clinical information technology in healthcare delivery. (target level 1)
5. Quantitative Analysis: The ability to analyze and interpret quantitative information as a means of understanding and measuring organizational performance. (target level 1)
6. Legal Principles: The ability to recognize common areas of legal risk. (target level 2)

Strategy Dimension

1. Strategic Planning: The ability to develop strategies that have the potential to improve the long-term success and viability of the organization. (target level 3)
2. Quality and Performance Improvement: The ability to effectively apply process improvement techniques. (target level 2)
3. Health Policy: The ability to understand the impact of select health policies on the delivery of healthcare services. (target level 2)

Program Curriculum

The 42 credit hours required for the Master of Health Administration (MHA) follow this sequence of courses:

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- BUSN 6150 Business Communications and Technology (3 hours)
- HLTH 5040 Human Resources Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- HLTH 5070 Financial Analysis in Health Administration (3 hours)
- HLTH 5120 Issues in Health Policy (3 hours)
- HLTH 5100 Statistics for Health Administration (3 hours)
- HLTH 5130 Healthcare Strategy and Marketing (3 hours)
- HLTH 5140 Health Administration Law (3 hours)
- HLTH 5150 Process Improvement in Health Administration (3 hours)
- HLTH 5160 Health Informatics (3 hours)
- HLTH 6000 Integrated Studies in Health Administration (3 hours)

In addition, the student chooses 2 elective courses offered in this major and/or from the program curricula of other George Herbert Walker School of Business & Technology majors.

High Impact Learning Experiences

Webster MHA courses have signature learning experiences. For example, students in the HLTH 6000 capstone course work in teams to develop a comprehensive strategic plan for a complex healthcare organization. Students perform extensive internal, external and competitive analysis to identify issues and solutions using the strategic planning process. The final project includes financial plans, marketing plans, action steps and quality measurements. Students write a final paper and make a formal presentation of the plan to faculty and classmates. Other MHA courses have similar high impact learning experiences associated with the content studied in each course.

MHA with an Emphasis in Analytics

This emphasis is available at the St. Louis main campus.

STEM program

48 credit hours

The Emphasis in Analytics further develops a set of skills that allows the graduate to better leverage information to enhance decision-making.

Additional Learning Outcome:

- Students will be able to enhance business decision making by identifying, designing, and implementing applicable data analytic tools.

Required Courses:

- BUSN 6160 Integrated Business Process and ERP (3 hours)
- HLTH 5100 Statistics for Health Administration* (3 hours) or BUSN 5760 Applied Business Statistics* (3 hours)
- CSBU 5320 Data Analytic Foundations for Business Analytics (3 hours)
- CSDA 5310 Data Visualization (3 hours)
- CSBU 5420 Machine Learning for Business Analytics (3 hours)

*HLTH 5100 is completed in the MHA core curriculum. BUSN 5760 may be substituted for HLTH 5100.

Dual Degree Option: MBA/MHA

60 Credit Hours

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

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

- MBA 5010 Value Creation (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- HLTH 5000 Organization and Management in Health Administration (3 hours)
- BUSN 6150 Business Communications and Technology (3 hours)
- HLTH 5040 Human Resources Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration* (3 hours)
- HLTH 5070 Financial Analysis in Health Administration (3 hours)
- HLTH 5120 Issues in Health Policy (3 hours)
- HLTH 5100 Statistics for Health Administration* (3 hours)
- HLTH 5130 Healthcare Strategy and Marketing (3 hours)
- HLTH 5140 Health Administration Law (3 hours)
- HLTH 5150 Process Improvement in Health Administration (3 hours)
- HLTH 5160 Health Informatics (3 hours)
- HLTH 6000 Integrated Studies in Health Administration (3 hours)

*HLTH 5050 and HLTH 5100 substitute for MBA 5020.

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3) as a program prerequisite

Dual Degree Option: MSN/MHA

60 credit hours

The MSN/MHA dual degree is designed for the nurses desiring to earn a master's degree, and who have interest in nursing leadership and healthcare administration. The program focuses on the business of healthcare with an emphasis on high quality and safe patient care delivery and outcomes. Students will attain a broad conceptual understanding of the healthcare industry and develop specific, focused administrative skills that will help them to guide healthcare organizations toward greater efficiency, effectiveness and positive patient and organizational outcomes.

Students will complete the MSN and MHA courses simultaneously and courses are offered in the Live Virtual format. Graduation will take place once all course requirements for the dual degree have been completed, approximately four years. Current MSN or MHA students who meet the admission requirements and wish to switch to the dual degree will follow the same MSN/MHA dual degree program requirements and course schedule. It may be possible students that switch to the dual degree that have already completed coursework will accrue greater than the number of courses/credit hours needed to complete the dual degree as not all courses already completed will apply to the dual degree; the courses required for the MSN/MHA dual degree were designed per accreditation requirements. Should a student decide to drop one of the programs, the courses completed to that point would be transferable and count toward the single degree completion at the discretion of the individual program. Additional single program course requirements may be required by the department.

Course Requirements

MSN Degree Course Requirements (24 credits)

- NURN 5005 Collaboration and Communication (3 hours)
- NURN 5210 Strategies to Facilitate Learning (3 hours)
- NURN 5340 Population Health (3 hours)
- NURN 5370 Quality and Safety in Healthcare (3 hours)
- NURN 5380 Pathophysiology and Application 1 (3 hours)
- NURN 5390 Pathophysiology and Application 2 (3 hours)
- NURN 5550 Translating Evidence to Practice (3 hours)
- *NURN 5450 Practicum in the Nurse Leader Role II (3 hours)

MHA Degree Course Requirements (36 credits)

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- BUSN 6150 Business Communications and Technology (3 hours)
- HLTH 5040 Human Resources Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- HLTH 5070 Financial Analysis in Health Administration (3 hours)
- HLTH 5120 Issues in Health Policy (3 hours)
- HLTH 5100 Statistics for Health Administration (3 hours)
- HLTH 5130 Healthcare Strategy and Marketing (3 hours)
- HLTH 5140 Health Administration Law (3 hours)
- HLTH 5150 Process Improvement in Health Administration (3 hours)
- HLTH 5160 Health Informatics (3 hours)
- *HLTH 6000 Integrated Studies in Health Administration (3 hours)

*Practicum Requirements/Prerequisite: MSN students will complete HLTH 6000 followed by NURN 5450.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must

submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the Master of Health Administration (MHA) program including the MBA/MHA:

- A bachelor's degree from an accredited educational institution recognized by Webster University.
- An undergraduate cumulative GPA of 3.0 on a 4.0 scale or a cumulative GPA of 3.0 for a minimum of 12 credit hours of graduate work. Students who apply with a GPA between a 2.0 and 2.99 can be considered for conditional admission (see below for additional information).
- Official transcripts for **all** universities, colleges and professional schools.
- One signed letter of recommendation* supporting the applicant's petition for graduate study from a current or former employer or from a faculty member familiar with the student's work who can speak to the student's ability to succeed in the MHA program.
- A résumé* showing a minimum of one year of work experience in areas relevant to healthcare.
- A personal statement* approximately 500 words describing the applicant's career goals and rationale for seeking the MHA degree.

***These required materials must be electronically uploaded to the applicant account.**

Completed applications are reviewed on a rolling admission basis.

Conditional Admission

In addition to the above requirements, applicants with an undergraduate cumulative GPA between 2.0 and 2.99 may be admitted on a conditional basis based on a review of the following:

- GPA of a least a 3.0 for the final 60 credit hours of undergraduate coursework, or for major coursework.
- Submittal of an additional paragraph to their personal statement that provides an explanation as to how they will succeed in the MHA program given their undergraduate performance.

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 with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Master of Public Administration (MPA)

This program is offered by the George Herbert Walker School of Business and Technology. It is available online via both asynchronous and synchronous (Live Virtual) modalities but it is not available at the St. Louis main campus.

Program Description

The master of public administration (MPA) is designed to provide an inter-sectoral developmental framework for those interested in leadership and management in the public service. The program examines the public and non-profit sectors of society in relation to the private sector, with an analysis of management techniques and the leadership experience used in application to public policy decision-making globally. The curriculum seeks to examine in depth the nature of public servants, the tools at their disposal, and various roles in public service organizations.

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

Learning Outcomes

- Evaluate the foundations of public administration globally.
- Compare the public sector to the nonprofit and private sectors.
- Integrate leadership and management practices to public service.
- Analyze ethical and legal underpinnings of public governance.
- Assess transparency and accountability of public entities.
- Debate sustainable, inclusive and civically engaged global societies.

Curriculum

The 36 credit hours required for the master of public administration (MPA) must include the following courses:

- BUSN 5000 Business* (3 hours)
- NPLR 5000 Nonprofit Organizations (3 hours)
- PADM 5000 Public Administration (3 hours)
- PADM 5800 Public Management and Leadership (3 hours)
- PADM 5820 Public Research Design and Analysis (3 hours)
- PADM 5830 Public Law and Ethics (3 hours)
- PADM 5840 Public Budget and Finance (3 hours)
- PADM 5850 Public Data Design and Analysis (3 hours)
- PADM 5870 Public Human Resource Management (3 hours)
- PADM 5890 Public Policy (3 hours)
- PADM 6000 Integrated Studies in Public Administration (3 hours)
  or PADM 9950 Travel in Public Administration (3 hours)

Electives (3-6 hours)

*Students with a previous ACBSP (or equivalent) accredited degree or students who pass a waiver may substitute an elective for BUSN 5000.

It is recommended that "Pre-Service" students with less than one year of post-baccalaureate work experience enroll in PADM 6500 Public Service Internship (3 hours). Pre-Service or In-Service students may utilize PADM 6500 as an MPA elective after completing at least 12 credit hours and holding a minimum cumulative GPA of 3.0.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Nursing (MSN)

This program is offered by the College of Science and Health. It is available online (asynchronous) to students licensed as RNs in the U.S. and possessing a bachelor of science degree in nursing. Students complete online modules each week, which may include recorded lectures, videos, readings, case studies, podcasts and more to meet the lesson and course outcomes for the week. Each course will offer a few virtual class meetings and/or office hours which will be recorded. Students are not required to attend the virtual class meetings or office hours. Students will have access to the recordings for review when convenient with their schedules. In some courses, students complete face-to-face practice experiences with clients and/or preceptors.

Program Description

The master of science in nursing (MSN) program is designed for registered nurses with a BSN who wish to pursue advanced knowledge necessary for the professional roles of nurse educator or nurse leader.

The program requires the completion of 36 credit hours with an educator or leader track. Courses are scheduled in an eight-week format, five terms a year. The MSN is designed to be a year-round part-time program that students complete in 2.5 years.

The master's nursing program at Webster University located in St. Louis, Missouri is accredited by the Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404-975-5000
www.acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the master's nursing program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program at https://www.acenursing.org/search-programs

Learning Outcomes

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

- Evaluate organization and systems leadership skills necessary for quality healthcare.
- Examine quality and safety principles of a healthcare organization.
- Analyze evidence and research for improvement of practice.
- Implement the use of information and other technologies into practice.
- Apply knowledge of policy and advocacy strategies to influence health and healthcare.
- Examine the impact of inter professional collaboration on quality care.
- Apply prevention and population health concepts to implement culturally relevant care.
- Integrate advanced knowledge and skills in a Nurse Leader or Educator role.

Program Curriculum

The following core courses must be completed for the MSN:

- NURN 5005 Collaboration and Communication (3 hours)
- NURN 5050 Policy and Politics in Nursing (3 hours)
- NURN 5210 Strategies to Facilitate Learning (3 hours)
- NURN 5340 Population Health (3 hours)
- NURN 5360 Organization and Systems Leadership (3 hours)
- NURN 5370 Quality and Safety in Healthcare (3 hours)
- NURN 5380 Pathophysiology and Application 1 (3 hours)
- NURN 5390 Pathophysiology and Application 2 (3 hours)
- NURN 5550 Translating Evidence to Practice (3 hours)

In addition, students must complete one of the following tracks:

Educator Track

Students selecting this option must complete the following courses:

- NURN 5220 Curriculum and Program Design (3 hours)
- NURN 5230 Practicum in the Nurse Educator Role I (3 hours)
- NURN 5240 Practicum in the Nurse Educator Role II (3 hours)

Leader Track

Students selecting this option must complete the following courses:

- NURN 5420 Financial Issues for Nurse Leaders (3 hours)
- NURN 5440 Practicum in the Nurse Leader Role I (3 hours)
- NURN 5450 Practicum in the Nurse Leader Role II (3 hours)

Dual Degree Option: MSN/MHA

60 credit hours

The MSN/MHA dual degree is designed for the nurses desiring to earn a master's degree, and who have interest in nursing leadership and healthcare administration. The program focuses on the business of healthcare with an emphasis on high quality and safe patient care delivery and outcomes. Students will attain a broad conceptual understanding of the healthcare industry and develop specific, focused administrative skills that will help them to guide healthcare organizations toward greater efficiency, effectiveness and positive patient and organizational outcomes.

Students will complete the MSN and MHA courses simultaneously and courses are offered in the Live Virtual format. Graduation will take place once all course requirements for the dual degree have been completed, approximately four years. Current MSN or MHA students who meet the admission requirements and wish to switch to the dual degree will follow the same MSN/MHA dual degree program requirements and course schedule. It may be possible students who have already completed coursework and switch to the dual degree will accrue greater than the number of courses/credit hours required to complete the dual degree, as not all courses previously completed will apply to the dual degree; the courses required for the MSN/MHA dual degree were designed per accreditation requirements of both programs. Should a student decide to drop one of the programs, the courses completed to that point would be transferable and count toward the single degree completion at the discretion of the individual program. Additional single program course requirements may be required by the department.

Course Requirements

MSN Degree Course Requirements (24 credits)

- NURN 5005 Collaboration and Communication (3 hours)
- NURN 5210 Strategies to Facilitate Learning (3 hours)

- NURN 5340 Population Health (3 hours)
- NURN 5370 Quality and Safety in Healthcare (3 hours)
- NURN 5380 Pathophysiology and Application 1 (3 hours)
- NURN 5390 Pathophysiology and Application 2 (3 hours)
- NURN 5550 Translating Evidence to Practice (3 hours)

*NURN 5450 Practicum in the Nurse Leader Role II (3 hours)

MHA Degree Course Requirements (36 credits)

- HLTH 5000 Organization and Management in Health Administration (3 hours)
- BUSN 6150 Business Communications and Technology (3 hours)
- HLTH 5040 Human Resources Management in Health Administration (3 hours)
- HLTH 5050 Financial Management in Health Administration (3 hours)
- HLTH 5070 Financial Analysis in Health Administration (3 hours)
- HLTH 5120 Issues in Health Policy (3 hours)
- HLTH 5100 Statistics for Health Administration (3 hours)
- HLTH 5130 Healthcare Strategy and Marketing (3 hours)
- HLTH 5140 Health Administration Law (3 hours)
- HLTH 5150 Process Improvement in Health Administration (3 hours)
- HLTH 5160 Health Informatics (3 hours)
- *HLTH 6000 Integrated Studies in Health Administration (3 hours)

*Practicum Requirements/Prerequisite: MSN students will complete HLTH 6000 followed by NURN 5450.

Requirements

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

Continuous Enrollment

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

Practicum Evaluation

In courses with a clinical/practicum/practice experience component, students must receive a grade of “Satisfactory” in the clinical/practicum/practice experience portion to pass the course. Unsatisfactory completion of the clinical/practicum/practice experience component of the course results in automatic failure of the course.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the master of science in nursing (MSN) program include:

- Completion of the online graduate application.
- An unencumbered U.S. Nursing license.
- A Bachelor of Science in Nursing (BSN) from an accredited program (ACEN, CCNE, or NLN CNEA) with a minimum cumulative GPA of 3.0 on a 4.0 scale.
- Official transcripts (all undergraduate and graduate transcripts) reflecting Bachelor of Science in Nursing attainment.
- A curriculum vitae or resume* describing the scope, responsibilities and function of all work experience.
- An interview (upon request) of the MSN nursing department faculty/staff or the applicant.

***These required materials must be electronically uploaded to the application account.** A screenshot of the licensure report from the Nursys QuickConfirm website must be uploaded to the application file.

Admission to the MSN program is based on intellectual capacity, academic record, professional performance, clarity of goals, initiative and other qualities appropriate to graduate study in nursing. These qualities are difficult to measure in absolute terms, and the decision to offer admission is based on appraisal of the total application record. Special consideration may be given to applicants who excel in some criteria but do not meet all minimum requirements.

Admission to the MSN program does not guarantee eligibility for employment in all areas of nursing.

Note to prospective students — the MO State Board of Nursing requires the following for appointment to a faculty position after graduation:

- Current active RN license.
- No disciplinary action currently on license.
- If there is past disciplinary action, it may have NO nexus to patient safety.

Application Process

All applicants are invited to apply to begin the program in the Fall 1 (August) OR Spring 1 (January) terms each year.

All documents must be received by July 15 for the Fall 1 term or by December 15 for the Spring 1 (January) term.

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 with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Procurement and Acquisitions Management (MA)

This program is offered by the George Herbert Walker School of Business and Technology. It is available online but it is not available at the St. Louis main campus.

Program Description

The curriculum is designed to provide a broad theoretical and applied background in the managerial disciplines required to manage effectively the development, procurement, contracting and channeling of material, services and major systems.

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

Program Learning Outcomes

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

Program Curriculum

The 30 credit hours required for the master of arts (MA) in procurement and acquisitions management must include the following courses:

- PROC 5000 Procurement and Acquisitions Management *(Requisite Course)* (3 hours)
- PROC 5810 Acquisitions Law (3 hours)
- PROC 5820 Operations Management (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5850 Logistics (3 hours)
- PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)

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

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

Dual Degree Option: MBA/MA in Procurement and Acquisitions Management

48 Credit Hours

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

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

- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)
- MBA 5030 Market Analysis and Business Planning (3 hours)
- MBA 5100 Adding Value through Human Capital (3 hours)
- MBA 5200 The Financial Value of Capital Projects (3 hours)
- MBA 5300 Providing Value to Customers (3 hours)
- MBA 5400 The Supply Chain and Business Processes (3 hours)
- MBA 5500 Information Support for Decision Making (3 hours)
- MBA 5910 Cases in Value Creation (3 hours)
- PROC 5000 Procurement and Acquisitions Management (3 hours)
- PROC 5810 Acquisitions Law (3 hour)
- PROC 5820 Operations Management (3 hours)
- PROC 5830 Pricing (3 hours)
- PROC 5840 Negotiations (3 hours)
- PROC 5850 Logistics (3 hours)
- PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3 hours)

Students lacking a prior ACBSP (or equivalent) accredited degree must take BUSN 5000 Business (3 hours) as a program prerequisite

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

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

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

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

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Psychology (MA) with an Emphasis in Counseling Psychology

This program is offered by the College of Science and Health and is only available at select international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

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

Viewing research and practice as interdependent and mutually supportive, the MA in Psychology with an Emphasis in Counseling Psychology program is based on the scientist-practitioner training model. The program is committed to both (1) preparing counseling psychologists for advanced doctoral studies in psychology and (2) providing training and experience that prepare students for practice. Its goal is to train psychologists who have a sound knowledge of the bases of counseling and psychotherapy. Adopting a multicultural perspective, the program also emphasizes the importance of multicultural competence in both research and practice.

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

- To qualify as a professional psychologist in Austria, students must have both a bachelor's and master's degree in psychology. To qualify as a psychotherapist in Austria, students must complete the Propaedeutikum (to which the Webster Psychology MA courses contribute) and the Fachspezifikum.
- According to Greek law 4093/2012 and subsequent regulations [Government Gazettes: 229/19.11.12, 3324/12.12.12 and 258/08.12.2014], degrees awarded for programs of studies accredited by the Higher Learning Commission (HLC, Webster's accreditation body), are eligible for recognition of professional equivalency to degrees awarded by the Greek standard system of higher education.
- To qualify as a professional psychologist in The Netherlands, students must have both a bachelor and a master degree in psychology. To qualify as Gezondheidszorg Psycholoog (professional psychologist) in The Netherlands, further post-master's level training is necessary.
- Within the United States, the ability to become a licensed counselor (LPC/LMHC/LCPC) is regulated by state licensure boards. Depending on the state, students may be required to complete further clinical supervised training; pass a nationally-normed, field-related examination (NCE and/or NCMHCE); pass a jurisprudence exam in some states; and may need to complete further focused coursework depending on the state after completion of the counseling psychology MA. Required exams, additional focused coursework, and/or number of required clinical supervised training hours following degree completion is dependent on the state in which the graduate pursues licensure. For delineation of individual state requirements, consult the appropriate agency in the state in which you wish to work.

Learning Outcomes

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

- Explain the main approaches to counseling and psychotherapy and the role of the therapeutic relationship.
- Describe important theories of human development and examine their significance to counseling psychology.
- Discuss the major categories of psychological disorders and use this knowledge to assess and diagnose psychopathology.
- Describe the mechanisms of action for a variety of psychopharmacological agents and evaluate the role of psychopharmacology in counseling psychology.
- Describe the importance of professional ethics and demonstrate how ethical standards and legal requirements are relevant to the practice of counseling and psychotherapy.
- Administer and interpret various widely-used psychological tests.
- Construct the appropriate research design, collect data and implement the necessary statistical techniques to answer research questions relevant to counseling psychology that add to the discipline.
- Demonstrate practical counseling skills that can be applied to individuals and groups to address a broad range of issues and settings.
- Integrate theory, experience, behavioral observation and analysis to systematically enhance counseling knowledge and skills.
- Evaluate the appropriateness of various counseling approaches to the different cultures, values and world-views of various clients and thereby choose appropriate approaches.

Curriculum

48 Required Credit Hours

The 48 credit hours required to complete the MA in Psychology with an Emphasis in Counseling Psychology program are distributed as follows:

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

Special Requirements

The student is subject to the policies and procedures for graduate studies found within this catalog. As stated in the Academic Policies guidelines, the MA in Psychology with an Emphasis in Counseling Psychology is excluded from dual major and sequential degree options. Courses in the program are available only to those admitted to the MA in Psychology with an Emphasis

in Counseling Psychology program unless permission is granted by the instructor and/or the department. All non-degree seeking students must meet program prerequisites. Seek advisement for appropriate course selection.

Admission

See the Admission section of this catalog for general requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution to the appropriate campus:

Athens Students:
Admissions Office
Webster University
9 Ipitou Street
Athens 105 57
Greece

Leiden Students:
Admissions Office
Webster University
Boommarkt 1
2311 EA Leiden
The Netherlands

Vienna Students:
Admissions Office
Webster University
Praterstrasse 23
1020 Vienna
Austria

Additional Requirements

Requirements for admission to the MA in Psychology with an Emphasis in Counseling Psychology program include:

- A bachelor's degree in psychology from a recognized university as stated in the Admission section located at the front of this catalog or equivalent.
- A cumulative GPA of a 3.0 from the applicant's undergraduate degree-granting institution.
- Completion of undergraduate coursework in the following areas: (1) introductory or general psychology, (2) statistics, (3) research methods or experimental psychology.
- Preference in the admission process will be given for applicants demonstrating completed coursework in the following areas: (1) social psychology, (2) biological psychology, neuropsychology or physiological psychology, (3) personality theory, (4) human development or developmental psychology, (5) abnormal psychology.
- Submission of a curriculum vitae***** that includes prior employment and related experience.
- Submission of two letters of recommendation***** from persons familiar with applicant's professional and academic experience, and one academic reference.
- A personal statement***** of approximately 600 words describing the applicant's academic and professional goals, and reasons for applying for the program.
- A required personal interview with senior program faculty members prior to admission decision.

***These required materials must be electronically uploaded to the application account.**

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 with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Reading (MA)

This program is offered by the School of Education and is available online (asynchronous).

Program Description

The MA in Reading offers a comprehensive exploration of the Science of Reading, emphasizing structured literacy methodologies. This program delves deeply into evidence-based practices, equipping learners with the tools to understand and implement effective reading instruction. Accredited by both the International Dyslexia Association (IDA) and the International Literacy Association (ILA), this online degree program ensures a rigorous yet flexible learning experience, empowering educators to address diverse literacy needs with confidence and expertise.

Students completing the 30 credit hours for the MA in reading qualify to earn the graduate certificate in dyslexia and the science of reading. The inclusion of this graduate certificate provides specialized training in supporting individuals with dyslexia and other struggling reader profiles. To gain the graduate certificate, students must pay a second graduation fee.

Completion of both the MA in reading and the graduate certificate in dyslexia and the science of reading results in the ability to apply to become a Certified Structured Literacy Interventionist through the Center for Effective Reading Instruction (CERI).

Completion of the MA in reading qualifies those who already hold initial teacher certification in the State of Missouri to apply for Special Reading K-12 add-on certification through the Missouri Department of Elementary and Secondary Education (DESE).

Learning Outcomes

The following are learning outcomes for this major:

- Develop a strong knowledge base in the foundation of the Science of Reading as well as Dyslexia.
- Learn about and be able to demonstrate and use best literacy practices drawn from theory and research in order to address the literacy needs of all students K-12.
- Become proficient in using a wide range of methods and materials, including visual media and technology, to meet needs of diverse learners.
- Employ formal and informal assessments to identify strengths and needs of all learners and to inform teaching of whole group, small group and individual students.
- Become effective in creating positive literacy environments to motivate and engage all learners.
- Collaborate with teachers, school leaders, families and the community to enrich or reform practices.
- Serve as a coach or supervisor to support excellence in teaching reading and as a leader to develop and support reading initiatives.
- Engage in self-reflection and assessment for ongoing professional development.

Requirements

All reading majors take the following required courses:

Core Courses (12 credit hours)

- READ 5190 Advanced Studies in Language Development and Acquisition (3 hours)

- READ 5235 Understanding Diverse Reading Profiles, Including Dyslexia (3 hours)
- READ 5412 Instructional Methods for Diverse Reading Profiles, Including Dyslexia (3 hours)
- READ 5950 Diagnosis and Correction of Reading Disabilities (3 hours)

Supporting Coursework (12 credit hours)

Supporting coursework may include: program-relevant courses such as those listed below, advisor-approved graduate courses pertinent to the student's program of study or coursework applicable to graduate certificate programs in related fields. Up to 9 hours of approved transfer graduate courses from other universities may be included in the program.

Examples of supporting course work:

- READ 5777 Literacy Coaching (3 hours)
- READ 5940 Literacy Strategies K-12 (3 hours)
- READ 5640 Language Arts Instruction in a Digital Classroom (3 hours)
- SPED 5270 Advocating for Persons with Disabilities (3 hours)
- SPED 5880 Integrating Resources: Community, School, and Family (3 hours)

Clinical Coursework (6 hours)

- READ 5970 Practicum in Diagnosis of Reading Problems (3 hours)
- READ 5980 Practicum in Remediation of Reading Difficulties (3 hours)

Total: 30 credit hours

A sequential MA in Reading may be offered as a second master's degree consisting of 21-24 hours of reading coursework.

Special Reading Certification

Completion of the MA in reading qualifies those who already hold initial teacher certification teachers in the State of Missouri to apply for Special Reading K-12 add-on certification through the Missouri Department of Elementary and Secondary Education (DESE). Additional coursework may be required to meet state requirements. Students interested in pursuing special reading certification will work with their faculty advisor and the Coordinator of Educator Certification to ensure current state requirements are met.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the MA in reading program include:

- Receipt of all official transcripts.
- Final degree conferred GPA of 2.5 or higher.

Strategic Communications (MA)

This program is offered by the School of Communications. It is available online and in Tashkent.

Program Description

The Master of Arts (MA) in Strategic Communications is a comprehensive program providing students with an in-depth understanding of communication strategies, theories, and practices in professional settings. This program focuses on the evolving landscape of communication and media, equipping students with the knowledge and skills required to navigate and excel in the dynamic field of strategic communication.

Students examine core principles of effective communication, studying areas such as branding, digital and social media, public relations, advertising, crisis communication, analytics, and strategic planning. The curriculum is structured to integrate theoretical knowledge with practical applications, emphasizing critical thinking, creativity, and ethics in communications.

This degree will give students communications skills needed for career success and advancement.

Learning Outcomes

Successful graduates of this program will be able to:

- Express a deep understanding of strategic communication and its application.
- Apply communication strategy to support or effect organizational outcomes, including how to implement data driven decision making in planning, executing, and evaluating communication initiatives.
- Develop strategic, multi-platform messaging programs that utilize breakthrough communications strategies.
- Distinguish the influences of media and culture on global strategic communications.

Program Curriculum

The 36 credit hours required for the MA in strategic communications include the following courses:

Core Courses (36 credit hours)

- MEDC 5300 Strategic Communications (3 hours)
- STCM 5210 Digital Media Strategy (3 hours)
- STCM 5250 Analytics for Strategic Communications (3 hours)
- STCM 5260 Visual Storytelling for Strategic Communications (3 hours)
- PBRL 5322 Public Relations (3 hours)
- ADVT 5321 Advertising Decision-Making (3 hours)
- MEDC 5350 Media Organization and Regulations (3 hours)
- MEDC 5310 Media and Culture (3 hours)
- MEDC 5360 International Communications (3 hours)
- PBRL 5323 Organizational Communications (3 hours)
- PBRL 5465 Crisis Management Communications (3 hours)
- MEDC 6000 Seminar in Media Communications (3 hours)

Admission

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

Advancement to Candidacy

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

Supply Chain Management (MS)

This program is offered by the George Herbert Walker School of Business and Technology. It is available online.

Program Description

Supply chain management is the foundation for enterprises to develop and deliver goods and services. This program will provide learnings of the end-to-end supply chain from a global perspective delivered through 10 courses covering multiple supply chain disciplines. Through the use of various learning tools and technology students will gain comprehensive knowledge in the areas of global operations, planning, production, operations management, procurement, inventory management, transportation, warehouse, enabling technology, analytics, project management, lean operations, sustainability, and the opportunity to become SC Pro Level 1 certified through the Council of Supply Chain Management Professionals if the student chooses to take the CSCMP exam after completion of BUSN 6400. Upon graduation, students will be able to apply their learnings cross sector and cross industry, driving business operations and optimization.

Learning Outcomes

- Students can explain fundamental supply chain management concepts, techniques, and practices and how a supply chain interacts with other business areas, both functional and technical.
- Students can use the fundamentals of operations management to effectively design products/services and manufacturing/service systems.
- Students can use the principles of purchasing and supply management to structure and analyze procurement challenges.
- Students can describe the components and decisions in logistics, inventory and warehouse management and can perform analysis.
- Students can apply enabling technology to manage supply chain activities and can apply tools to coordinate and optimize overall supply chain performance.
- Students can identify potential risks in a supply chain and develop mitigation strategies.
- Students can develop an end-to-end value chain strategy in support of the overall business objectives for internal and external customers.
- Students can integrate ESG strategy in a supply chain.
- Students communicate effectively orally and in writing at all levels appropriately.

Program Curriculum

The 30 credit hours required for the master of science (MS) must include the following courses:

- BUSN 5220 Global Supply Chain Management (3 hours)
- BUSN 5400 Supply Chain Planning & Inventory Management (3 hours)
- PROC 5000 Procurement & Acquisitions Management (3 hours)
- BUSN 5410 Transportation Management (3 hours)
- BUSN 5420 Warehouse Management (3 hours)
- BUSN 5970 Supply Chain Data Analytics (3 hours)
- BUSN 6110 Production and Operations Management (3 hours)
- BUSN 6160 Integrated Business Processes and ERP (3 hours)
- BUSN 6400 Integrated Studies in Supply Chain Management (3 hours)
  Prerequisites: BUSN 5220, BUSN 5400, BUSN 5410, BUSN 5420, BUSN 6110, BUSN 6160

Plus, choose ONE of the following:

- BUSN 5100 Introduction to Project Management (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)

Admission

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

Additional Requirements

Applicants to the MS in supply chain management must have completed a bachelor's degree or higher in a business discipline in a program accredited by ACBSP (or equivalent). An applicant without such a degree wishing to enroll in this program will be required to first complete BUSN 5000.

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 with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Sustainability Management (MS)

This program is offered by the George Herbert Walker School of Business and Technology. It is available online via synchronous modality (Live Virtual) and at the Webster Leiden campus.

Program Description

This program is designed to familiarize students with the recent policies, regulations, technologies, and best practices in sustainability management. It challenges the students to think

about what sustainable development is, and to understand the trade-offs between different solutions in terms of both financial and ESG impact. Students are expected to undertake a consulting project to measure the sustainability performance of a real company and to advise on its sustainability strategy. Upon completion of the program, students will be equipped with both theoretical concepts and practical skills in sustainability management and will be ready to embark on a career that contributes to a more sustainable world.

Learning Outcomes

Successful graduates of this program will be able to:

- Explain the concept of sustainability and the theories underpinning sustainability management.
- Identify the opportunities and challenges for a company in line with the governmental policies and regulations regarding sustainable development.
- Analyze different business projects, practices, and technologies used in sustainability development and compare the trade-offs between different solutions.
- Measure and critically evaluate the sustainability performance of a company.
- Develop a sustainability strategy for a company in line with the triple bottom line.

Program Curriculum

36 credit hours

- SUMA 5000 Introduction to Sustainability Management (3 credits)
- SUMA 5100 Sustainability Leadership for People Planet and Profit (3 credits)
- SUMA 5200 Sustainable Design & Operations Management (3 credits)
- SUMA 5300 Sustainability, Strategy, and Decision Making (3 credits)
- SUMA 5400 Circular Economy (3 credits)
- SUMA 5500 Law and Governance on Sustainability (3 credits)
- SUMA 6100 ESG Practices in the Market (3 credits)
- SUMA 6200 Sustainability in Action (3 credits)
- BUSN 5200 Basic Finance for Managers (3 credits)
- ENMG 6120 Waste Management and Pollution Control (3 credits)
- MNGT 5990 Corporate Responsibility and Society (3 credits)
- Elective**

** Students may choose an elective from courses offered by Walker Business School or the Environmental Management Program. For detailed courses, please refer to https://www.webster.edu/catalog/current/graduate-catalog/degrees/environmental-management-ms.html and https://www.webster.edu/catalog/current/graduate-catalog/business-and-technology.html.

For students joining the program without an accredited business degree, they have to take BUSN 5000 Business as an elective.

Emphasis in Environmental Sustainability

Emphasis credit hours: 9-12
*Total degree and emphasis credit hours: 45 or 48**

Students who are interested in environmental sustainability could choose to do an emphasis in Environmental Sustainability, offered by the Department of Biological Sciences. The emphasis includes the following courses, which are listed in the graduate academic catalog on the Environmental Management (MS) degree page.

Additional Emphasis Learning Outcomes

Upon completion of this emphasis, students will be able to:

- Identify the basic scientific principle of ecology and biodiversity and the way human systems integrate with natural systems.
- Conduct research and present findings on selected environmental sustainability topics.
- Identify the limits of science and law in resolving environmental disputes.
- Review managerial, technological and policy approaches to natural resource management.
- Effectively communicate energy-related legislation and policies to stakeholders.

Emphasis Curriculum

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

*For students joining the program without an accredited business degree, they must take BUSN 5000 Business as an elective, plus four emphasis courses, amounting to a degree total of 48 credits. For students joining the program with an accredited business degree, they may use an emphasis course as an elective, amounting to a total of 45 credits.

Admission

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470 E. Lockwood Ave.
St. Louis, MO 63119

Talent Development and Training (MA)

This program is offered by the George Herbert Walker School of Business and Technology. It is available online and at the St. Louis main campus.

Program Description

This program prepares professionals in the field of Talent Development and Training. It prioritizes skills in the areas of individual development, organizational capacity building, and professional performance improvement. The program is designed to develop professionals who can integrate emergent approaches in the field of talent development. The program integrates a professional approach that focuses on core areas such as: Learning Sciences, Instructional Design, Training and Delivery Facilitation, Technology Application, Knowledge Management, Career and Leadership Development, Coaching, Evaluating Impact.

The Talent Development degree-seeking student should consult the Admission, Enrollment and Academic Policies sections of this catalog for policies regarding application, admission, registration

and the academic policies of Webster University. Academic policies or exceptions to policies applicable to MBA students are noted under their respective general academic policies.

Learning Outcomes

Graduates of talent development and training program will be able to:

- Plan instructional and organizational development experiences such as professional learning plans based on research on how adults learn in the workplace.
- Apply models of instructional design to analysis and creation of learning objects, job aids and instructional programs.
- Uses data analytics and organizational learning in order to analyze and create organizational talent development at scale.
- Conduct self-assessment, organizational assessments to develop performance improvement plans and develop organizational talent strategy.
- Apply coaching models and develop coaching agreements for ethical recruitment and organizational talent development.
- Engage in evaluation of learning programs and work task analyses in order to assess the efficacy of learning experiences.
- Demonstrate and document core talent development competencies in a goal aligned professional digital portfolio.

Program Curriculum

The 36 credit hours required for the master of arts (MA) in talent development and training must include the following courses:

- TDEV 5000 Introduction to Talent Development (3 hours)
- ORDV 5000 Practicing Organizational Development (3 hours)
- ORDV 5100 Change Leader Self-Mastery (3 hours)
- EDIN 5120 Instructional Development (3 hours)
- EDIN 5130 Foundations of Workplace Learning (3 hours)
- EDIN 5140 Evaluation of Training Programs (3 hours)
- TDEV 5500 Talent and Career Development (3 hours)
- EDIN 5630 Creative Multimedia Design for Innovative Learning (3 hours)
- TDEV 5700 Coaching for Performance Improvement (3 hours)
- ORDV 5800 Achieving Breakthrough Results (3 hours)
- TDEV 5800 Applied Research in Talent Development (3 hours)
- TDEV 6000 Talent Development Capstone Project (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Applicants to the Talent Development and Training (MA) must have completed a business or business-related undergraduate degree meeting the following criteria:

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

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

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

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

Teaching English to Speakers of Other Languages (MA)

This program is offered by the School of Education. It is available at select international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

Program Description

The master of arts in teaching English to speakers of other languages (MA in TESOL) at Webster University is designed for individuals who seek to develop the English skills of non-native and multilingual speakers living in either English-speaking or non-English-speaking communities. The program allows candidates to develop a solid theoretical background in critical aspects such as culture, language structure, first and second language acquisition theory, curriculum and materials development, teaching methodology, assessment and research, while preparing them to become effective language teachers.

Students completing the MA in TESOL may qualify to earn a graduate certificate in teaching English as a foreign language (TEFL) where the certificate is available. To gain the certificate, MA students must pay a second graduation fee. The TEFL certificate is designed for students interested in teaching outside of the United States in both adult and K-12 settings. Students seeking this graduate certificate must have earned a recognized baccalaureate degree and meet the admission and acceptance criteria, as outlined in the graduate program's Academic Policies. Students may receive the Webster University TEFL certificate by completing a minimum of 21 credit hours.

Learning Outcomes

Program Goals — Seven core courses required of all MA in TESOL students have been aligned to address a set of five standards developed by specialists in coordination with the organization Teachers of English to Speakers of Other Languages. These standards are known as the TESOL

Standards. The five learning outcomes below are assessed through a series of summative assessments at the end of each of these core courses.

- Students will be able to describe the relevant features of language that learners need to acquire (TESOL Standard 1 - Knowledge About Language)
- Students will be able to describe the academic and personal characteristics of language learners and educators in order to determine culturally relevant instructional choices (TESOL Standard 2 - Sociocultural Context of Learners and Teachers)
- Students will be able to design and implement standards-based instruction using evidence-based strategies and approaches (TESOL Standard 3 - Planning and Implementing Instruction)
- Students will be able to analyze and interpret various language assessment tools and data in order to strengthen language instruction and/or content instruction through the target language (TESOL Standard 4 - Assessment and Evaluation)
- Students will be able to model and reflect upon professionalism and leadership in language instruction, collaboration, and advocacy (TESOL Standard 5 - Professionalism and Leadership)

Required Courses

Required Core (21 credit hours)

- TESL 5030 Linguistics for Language Learning and Teaching* (3 hours)
- TESL 5230 Theories of Foreign and Second Language Acquisition* (3 hours)
- TESL 5139 Instructional Methods for Language Classrooms* (3 hours)
- TESL 5220 Lesson Planning and Curriculum Development for Language Classrooms* (3 hours)
- TESL 5311 Language Assessment* (3 hours)
- TESL 5350 Sociolinguistics* (3 hours)
- Three credit hours of Practicum selected from:
  - TESL 5040 Practicum in English Language Classroom (taken at the end of the program)* (1-3 hours)
  - TESL 5041 Tutoring of English (1 hour)
  - TESL 5042 Initial Practicum in English Language Classrooms) 1 hour)

*Course contains a summative assessment for data collection purposes.

Electives (12 credit hours)

- TESL 5710 Teaching English Grammar (3 hours)
- TESL 5730 Materials Development in Language Classrooms (3 hours)
- TESL 5740 Teaching English for Academic Purposes (3 hours)
- TESL 5750 Special Institute in TESOL (3 hours)
- TESL 5760 Teaching English for Specific Purposes (3 hours)
- TESL 6250 Thesis (3-12 hours)
  and TESL 6900 University Thesis Requirements (0 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the MA in teaching English to speakers of other languages program include:

- Receipt of official transcripts from the baccalaureate granting institution.
- Undergraduate cumulative GPA of 2.5 or higher.
- Non-native speakers need to present evidence of a passing score from an approved English Language Proficiency assessment (International students — see graduate catalog).

Advancement to Candidacy

Students are admitted to their graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. In specialized programs, courses required as prerequisites to the program do not count toward the 12 credit hours required for advancement.

AI Assisted Learning and Instruction

Graduate Certificate
18 Credit Hours

This program is offered by the School of Education and is available online (asynchronous).

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The Graduate Certificate in AI-Assisted Learning and Instruction prepares educators and learning professionals to design, facilitate, and evaluate AI-enhanced learning experiences across online, on-ground, and hybrid environments. The program integrates principles from the learning sciences, digital pedagogy, instructional design, creativity studies, and emerging learning technologies, with a focused emphasis on the responsible and ethical use of artificial intelligence (AI) in teaching and training contexts.

Designed for educators, corporate trainers, instructional designers, curriculum developers, and workshop facilitators, the certificate emphasizes applied instructional practice and real-world problem solving. Students develop practical skills in AI-supported instructional strategies, accessibility and universal design, data-informed decision making, and immersive learning design, while critically examining issues of equity, privacy, bias, and professional responsibility in AI-enabled learning environments.

The Graduate Certificate in AI-Assisted Learning and Instruction may be completed as a stand-alone credential or applied toward a master's degree program, including the MA in Education and Innovation or the MA in Talent Development and Training, subject to program requirements.

Program Learning Outcomes

Successful graduates of the graduate certificate in AI assisted learning and instruction will be able to:

- PLO 1: Design and implement AI-enhanced instructional strategies that support personalized, inclusive, and engaging learning experiences.
- PLO 2: Design online, on-ground, and hybrid learning experiences that leverage AI to support accessibility, learner engagement, and skill development.
- PLO 3: Apply learning sciences and evidence-based practices to create developmentally appropriate instructional approaches for adult and P–12 learners.
- PLO 4: Evaluate ethical, legal, and social considerations — including privacy, bias, transparency and equity — in AI-enabled learning applications.
- PLO 5: Critically evaluate AI tools and learning technologies to support lifelong learning, professional growth, and continuous improvement in practice.

Requirements

- EDIN 5650 Design Thinking (3 hours)
- EDIN 5700 Foundations of Computing and AI in Instruction (3 hours)
- EDIN 5701 Learning Sciences in the Age of AI (3 hours)
- EDIN 5703 Instructional Design and Development with AI (3 hours)
- EDIN 5704 Online Course and Curriculum Design (3 hours)
- EDIN 5706 Ethical Issues in Digital Instruction (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the graduate certificate in AI assisted learning and instruction program include:

- Receipt of all official transcripts.
- Final degree conferred GPA of 2.5 or higher.

Applied Behavior Analysis

Graduate Certificate
21 Credit Hours

This program is offered by the School of Education and is available online.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

This 21-credit online graduate certificate program prepares candidates with the knowledge and concepts needed to engage in applied behavior analysis in schools, community agencies, residential centers and family settings to enhance the skills and abilities of persons with Autism Spectrum Disorder, significant disabilities and other developmental conditions.

The program provides training in functional behavior assessment, analysis and intervention within the context of ethically guided and evidence-based practices. Candidates are introduced to the conceptual foundations of applied behavior analysis, research methodology, principles and practices of behavioral instruction, support and intervention and the ethical and professional guidelines needed for effective services.

The program is designed to prepare candidates with the coursework-based content knowledge and skills required to apply to sit for the Board Certified Behavior Analyst® Examination offered through the Behavior Analyst Certification Board (BACB). Successful completion of the Webster University graduate certificate program in applied behavior analysis does not guarantee that the candidate will be approved to sit for the Board Certified Behavior Analyst® Examination. Candidates who plan to apply for the Board Certified Behavior Analyst® Examination should carefully review the requirements, published by the Behavior Analyst Certification Board (www.bacb.com).

Learning Outcomes

Successful completers will:

- Demonstrate a thorough understanding and knowledge of the concepts and principles that underlie applied behavior analysis.
- Demonstrate a thorough understanding of the principles involved in functional behavior observation, assessment and analysis.
- Demonstrate a thorough understanding of the principles that govern the application of behavior analysis to alleviate the behavioral challenges and problems experienced by persons with disabilities or socio-emotional challenges.
- Understand the ethical and legal principles and responsibilities in the application of behavior principles.

Requirements

- APBA 5000 Introduction to Applied Behavior Analysis (3 hours)
- APBA 5110 Principles of Behavior Analysis (3 hours)
- APBA 5120 Single-Subject Research Design (3 hours)
- APBA 5130 Ethics and Professional Issues in Applied Behavior Analysis (3 hours)
- APBA 5140 Behavior Change Procedures in Applied Behavior Analysis (3 hours)
- APBA 5150 Functional Behavioral Assessment (3 hours)
- APBA 5160 Supervision and Staff Performance in Applied Behavior Analysis (3 hours)

Admission

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

Additional Requirements

Requirements for admission to the applied behavior analysis graduate certificate program include:

- Receipt of all official transcripts.
- Final degree conferred GPA of 2.5 or higher.

Applied Behavior Analysis and Organizational Behavior Management

Graduate Certificate
18 Credit Hours

This program is offered by the School of Education and is available online.

This program is designed exclusively for individuals holding certification in applied behavior analysis or who have previously completed a degree or certificate program in applied behavior analysis.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The graduate certificate in applied behavior analysis and organizational behavior management is a comprehensive 18-credit hour program designed to provide individuals holding certification in applied behavior analysis or who have previously completed a degree program in applied behavior analysis the skills and knowledge necessary to effectively guide and improve organizational behavior management within diverse environments. This program blends theory and practical application to address the complexities of human behavior in organizational settings.

This graduate certificate program is offered entirely online, providing flexibility for working professionals to balance their studies with professional and personal commitments. Courses are delivered asynchronously, allowing students to access course materials and participate in discussions at their convenience.

Graduates of the program possess the knowledge and skills to apply the principles of applied behavior analysis to organizational behavior effectively, implement evidence-based interventions, and drive positive change.

Students pursuing this graduate certificate are expected to have an association, professional or voluntary, with an agency or company in which they can do applied work to fully benefit from the coursework.

Learning Outcomes

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

- Develop a comprehensive understanding of the principles of applied behavior analysis as it relates to Organizational Behavior Management (OBM) and apply these principles to real-world challenges, demonstrating proficiency in data collection, analysis, and intervention design.
- Display advanced skills in behavior analysis, including identifying antecedents and consequences influencing behavior and designing performance management systems that effectively reinforce desired behaviors, leading to improved organizational performance and employee engagement.
- Demonstrate expertise in applying OBM principles to drive systemic change, assessing readiness for change, developing change strategies, and evaluating change outcomes, supported by proficiency in data collection, analysis, interpretation, and using data to inform decision-making and organizational change initiatives.
- Apply the BACB ethical code to demonstrate ethical leadership in a variety of settings, while effectively collaborating with diverse professionals to address complex challenges.
- Effectively apply the skills learned to lead teams in effective communication, motivation, change initiatives, and critical thinking and problem-solving abilities supported by ongoing professional development to stay current with advancements in the field of OBM.

Requirements

- APBA 5000 Introduction to Applied Behavior Analysis (3 hours)
- APBA 5010 Introduction to Organizational Behavior Analysis (OBM) (3 hours)
- APBA 5011 Behavior Analytic Performance and Supervision (3 hours)
- APBA 5012 Behavioral Systems Analysis (3 hours)

- APBA 5013 Organizational Behavior Management in Action (3 hours)
- APBA 5014 Applied Organizational Behavior Management (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the applied behavior analysis and organizational behavioral management graduate certificate program include:

- Receipt of all official transcripts.
- Final degree conferred GPA of 2.5 or higher.
- Certification in applied behavior analysis or completion of a degree or certificate program in applied behavior analysis.

Cybersecurity - Information Assurance

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology. It is available online and at the St. Louis main campus.

STEM program

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

This certificate focuses on expanding the student's knowledge and understanding of the cybersecurity challenges and issues facing corporate and governmental organizations. Courses in the certificate provide an understanding of current cybersecurity threats, phraseology and terminology, various roles, responsibilities, and processes applied in protecting an organization's digital content, as well as evaluation of transmission media, storage systems, networks, risk management and national critical infrastructure. The primary goal of this certificate program is to support IT/CS professionals seeking to expand their understanding of the cybersecurity discipline and to apply that knowledge to their profession.

This cybersecurity certificate program is intended for computer science, information technology, information security and related experienced professionals with the goal of expanding their understanding of cybersecurity policies, practices, methods and related technology advancements within the discipline. **This certificate program is NOT intended for students without an undergraduate degree and/or professional experience in these disciplines.**

Learning Outcomes

- Summarize and demonstrate an understanding of the vocabulary of cybersecurity terms and phraseology.
- Develop an understanding of the cyber threats to national critical infrastructure.
- Demonstrate and differentiate a basic working knowledge and awareness of current and growing threats to people, organizations and society through the use of cyber war, cyber crime, encryption techniques and other activities.
- Explain the basic knowledge of potential threats and how criminals and nation-states use different cyber techniques, the use of encryption methods and managing cyber risks.
- Describe the roles, responsibilities and duties of computer scientists, IT managers, CIOs, CEOs and other decision makers who may influence the use of IT systems.
- Differentiate the scope of the evolving environment of cybersecurity, international law, national law enforcement and organizational security measures and counter measures as applied to network and telecommunications operational security and applications.

Requirements

- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5140 Cybersecurity Strategic Operations (3 hours)
- CSSS 5150 Cybersecurity Risk Management (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 5270 Cybersecurity in Cloud Computing (3 hours)
- CSSS 5275 Emerging Technologies in Cybersecurity (3 hours)

NOTE: CSSS 5000 is not a prerequisite requirement for this certificate.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Cybersecurity - Threat Detection

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology. It is available online, at the San Antonio campus, and at the St. Louis main campus

STEM program

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

This certificate focuses on expanding the student's knowledge and understanding in the areas of forensics and threat detection

techniques and processes. Courses in the certificate provide an understanding of types of information and data threats, as well as analyzing those threats and conducting forensic investigations post-attack. The primary goal of this certificate program is to support IT/CS professionals seeking to specialize in threat detection and forensic aspects of cybersecurity.

This cybersecurity certificate program is intended for computer science, information technology, information security and related experienced professionals with the goal of expanding their understanding of cybersecurity policies, practices, methods and related technology advancements within the discipline. **This certificate program is NOT intended for students without an undergraduate degree and/or professional experience in these disciplines.**

Webster University is designated as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE).

Learning Outcomes

Successful graduates of this program will be able to:

- Classify and articulate a basic working knowledge of cybersecurity awareness and threats.
- Articulate an understanding of the vocabulary of cybersecurity systems infrastructure terms and phraseology, specifically with regard to the area of detection.
- Apply cybersecurity social engineering techniques, as well as deterrence and forensic analysis, to information systems, applications and operation situations.

Requirements

- CSSS 5120 Cybersecurity Infrastructures (3 hours)
- CSSS 5130 Cybersecurity Intelligence/Counter-intelligence (3 hours)
- CSSS 5210 Cybersecurity Law & Policy (3 hours)
- CSSS 5160 Encryption Methods and Techniques (3 hours)
- CSSS 5220 Cybersecurity Threat Detection (3 hours)
- CSSS 5230 Cybersecurity Forensics (3 hours)

NOTE: CSSS 5000 is not a prerequisite requirement for this certificate.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Digital Marketing Management

Graduate Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology. It is available online, at the St. Louis main campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The graduate certificate in digital marketing management is for students who have a background in marketing and are interested in obtaining specific expertise in the growing field of digital marketing. Students will be equipped with the critical skills to be proficient in executing effective digital marketing strategy.

Learning Outcomes

Students will be able to:

- Create digital marketing strategies that align with larger marketing objectives.
- Critically analyze the appropriateness of each of the major digital marketing channels (i.e. paid, organic, affiliate, social, email and mobile applications etc.) against marketing strategies.
- Develop, evaluate and execute a comprehensive digital marketing strategy and plan.
- Measure and evaluate digital marketing efforts.
- Describe the latest digital marketing technologies.
- Articulate the ethical impact of digital marketing efforts.

Requirements

The 18 hours required for this certificate include the following courses:

- MDST 4110 Digital Media and Culture (3 hours)
- MRKT 5720 Promotional Management (3 hours)
- MRKT 5740 Management of Digital Marketing (3 hours)
- MRKT 5895 Marketing Analytics (3 hours)
- MRKT 5750 Management of Social Media (3 hours)
- MRKT 5790 Digital Marketing Strategy (3 hours)

Note: Courses listed above may require additional prerequisites.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Dyslexia and the Science of Reading

Graduate Certificate
18 Credit Hours

This program is offered by the School of Education and is available online (asynchronous).

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The graduate certificate in dyslexia and the science of reading is meticulously designed to align with the rigorous standards set forth by the International Dyslexia Association (IDA). This specialized program goes beyond theoretical knowledge, focusing on the advanced application of structured literacy techniques to effectively intervene and support various struggling reader profiles. Students delve deeply into the IDA Knowledge and Practice Standards, mastering evidence-based practices and gaining a profound understanding of dyslexia and related reading difficulties. The curriculum emphasizes the implementation of structured literacy methodologies, equipping educators with the tools to cater interventions to diverse learner needs.

earning Outcomes

Completers of this program are able to:

- Apply to the Center for Effective Reading Instruction (CERI) to become a Certified Structured Literacy Interventionist.
- Understand the foundations of language acquisition.
- Develop knowledge of diverse reading profiles, including dyslexia.
- Understand the differences among and purposes for screening, progress-monitoring, diagnostic and outcome assessments.
- Understand the procedures and principles for accurate assessment and interpretation of assessments.
- Understand and apply the essential principles of Structured Literacy Instruction in the areas of phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary and reading comprehension.

Requirements

The 18 credit hours required for the graduate certificate in dyslexia include the following courses, which must all be taken at Webster University in the following sequence:

- READ 5190 Advanced Studies in Language Development and Acquisition (3 hours)
- READ 5235 Understanding Diverse Reading Profiles, including Dyslexia (3 hours)
- READ 5412 Instructional Methods for Diverse Reading Profiles, including Dyslexia (3 hours)
- READ 5950 Diagnosis and Correction of Reading Problems (3 hours)
- SPED 5270 Advocating for Persons with Disabilities (3 hours)
- READ 5980 Practicum in Remediation of Reading Difficulties (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the graduate certificate in dyslexia and the science of reading program include:

- Receipt of all official transcripts.
- Final degree conferred GPA of 2.5 or higher.

Government Contracting

Graduate Certificate
12 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology. It is available online (part asynchronous and part synchronous).

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The graduate certificate in government contracting is designed for contracting specialists and contracting professionals. The program emphasizes both theory and practice allowing students to learn contracting principles and use of the current tools in the profession.

Webster University, in a strategic partnership with the Defense Acquisition University (DAU), provides classes for Department of Defense (DoD) workers in the Acquisitions, Technology and Logistics workforce. **For important information regarding the certificate in government contracting program equivalencies with DAU CON courses, visit the Webster/DAU Partnership website**.

For additional details, please contact the Office of Admission.
Email: admissions@webster.edu

Learning Outcomes

Upon successful completion of the required courses students will be able to:

- Demonstrate business acumen in determining how to best satisfy stated mission requirements by providing proactive business advice with government contracting requirements.
- Demonstrate proficiency with written and oral communication skills through clear and convincing presentations, effective listening, and writing in a clear, concise, organized, and effective contracts.
- Demonstrate problem solving abilities by identifying and analyzing problems; weighing relevance and accuracy of information; generating and evaluating alternative solutions; and making suitable recommendations.
- Demonstrate critical thinking skills by providing analyses to advise on procurement matters including contract documentation, legislative issues, and congressional inquiries impacting contracting matters.
- Construct effective contracts and demonstrate accountability with measurable high-quality, timely, and cost-effective results and develop contracts that sets priorities, and complies with established control systems and rules.

Requirements

Webster University, in a strategic partnership with the Defense Acquisition University (DAU), provides classes for acquisition workforce personnel. Students are offered specialized courses in contracting, acquisitions management, pricing, negotiations, and procurement law. These government contracting certificate courses are equivalent to certain the new Contracting Professional Certification Defense Acquisition University (DAU) courses and can be used to meet the training certification requirements of the Defense Acquisition Workforce Improvement Act (DAWIA).

The graduate certificate in government contracting is designed for current contracting specialists and those desiring to enter the

profession. The program emphasizes both theory and practice allowing students to learn contracting principles and use of the current tools in the profession.

Changes to the Department of Defense's (DoD's) Defense Acquisition Workforce Improvement Act (DAWIA) and the Office of Federal Procurement Policy (OFPP) Federal Acquisition Certification in Contracting (FAC-C) programs have resulted in a modernization initiative revising the approach to certifying contracting professionals. The new training and certification model (FAC-C Professional) is based on ANSI-accredited contracting competencies and promotes consistency and facilitates mobility between industry, DoD, civilian agencies, and state and local governments.

This revised approach reflects a new model of lifelong learning that reimagines how the Federal Government develops the acquisition workforce. The new program is designed to attract more people into the contracting workforce from a variety of sources – colleges, industry, internal candidates from other functions, and state and local governments.

Moving from the previous 3-level certification, with a heavy emphasis on many broad initial training requirements, to a single-level professional certification focused on foundational training, streamlines early career learning, and provides for more effective continual lifelong learning. Once the foundational training is completed and the individual is assigned to a GS-1102 position, the remaining requirements to become certified as a FAC-C Professional are to obtain 12 months of experience and to pass the Contracting Professional Certification Exam (note that this exam is only made available to current federal acquisition workforce personnel.)

The new single-level FAC-C Professional focuses on the basics for the first year with the goal of achieving foundational knowledge, and requires the completion of four courses that comprise the core training curriculum:

- GCON 5110 Contracting Management Fundamentals (3 hours)
- GCON 5210 Contracting Analytics Management (3 hours)
- GCON 5310 Contracting Pre-Award Management (3 hours)
- GCON 5410 Contracting Post-Award Management (3 hours)

Getting DAU/DAWIA Certification

The authority to validate a Defense Acquisition workforce member's equivalent training has been delegated to the DoD agencies and components. Defense Acquisition workforce members desiring to have equivalent training entered into their acquisition training records must consult with their acquisition career management office for process guidance.

DAU and the Under Secretary of Defense, Acquisition & Sustainment (USD(A&S)) accept, without further assessment of the student/workforce member, the equivalent course/program completions an individual has pursued through other resources when fulfilling DAU course prerequisite and/or program (acquisition career field certification) training requirements.

For additional information contact: admissions@webster.edu.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Healthcare Leadership

Graduate Certificate
18 Credit Hours

This program is offered by the College of Science and Health. It is only available at the Geneva campus and the courses are taught in French.

STEM program

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

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

Requirements

The 18 credit hours required for this certificate include the following courses:

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

Admission

See the Admission section of this catalog for general requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution to:

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

Additional Requirements

Requirements for admission to the healthcare leadership certificate include:

- Bachelor's degree required.
- Official transcripts from **all** universities, colleges and professional schools.
- Minimum of one year of healthcare education experience.
- A current résumé describing scope, responsibility and function of work experience.
- Personal interview.
- This program is taught in French, therefore students must meet francophone requirements.

International Teaching

Graduate Certificate
18 Credit Hours

This program is offered by the School of Education. It is available at the Tashkent campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The university graduate certificate in international teaching aims to provide educational professionals with the habits of mind, knowledge and skills for designing learning experiences in the international schooling context. The certificate focuses on educational research, pedagogy, and assessment of learning for diverse learners. Participants apply theories of learning and creativity as well as feedback and assessment within the framework of teaching and learning.

To attain the certificate, students must complete 18 hours of coursework with a GPA of 3.0 or better and a B- or better in all courses. Elective hours for coursework in the program must be approved by the EDIN advisor or the director of the Center for Creativity and Innovation.

Learning Outcomes

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

- Describe important concepts and skills of global citizenship education for effective pedagogy.
- Discuss effective learning strategies and high-impact practices for the international education classroom.
- Articulate learning strategies based on international goals and standards for problem-solving and global teaching.

Requirements

- EDIN 5001 Foundations of Global Citizenship (3 hours)
- EDIN 5180 Creativity and Innovation (3 hours)
- EDIN 5461 Curriculum: Creativity and Design (3 hours)
- EDIN 5630 Creative Multimedia Design for Innovative Learning (3 hours)
- EDIN 6001 Integrated Studies: Education and Innovation (3 hours)

Elective (3 credit hours)

Choose ONE from the following list:

- EDIN 5190 Leadership and Innovation (3 hours)
- EDIN 5120 Instructional Development (3 hours)
- EDIN 5750 Special Institute (3 hours) (May be repeated if content differs)
- EDIN 5840 Innovations in Learning Systems: Global Perspectives (3 hours)
- Other course as approved by the EDIN advisor or the director of the Center for Creativity and Innovation (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the graduate certificate in international teaching include:

- Receipt of official transcripts.
- Final degree conferred GPA of 2.5 or higher.

International and Nongovernmental Organizations

Graduate Certificate
12 Credit Hours

This program is offered by the College of Humanities and Social Sciences. It is available at the Leiden campus but it is not available at the St. Louis main campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The certificate in international and nongovernmental organizations (INGO) program educates students interested in understanding the nature of world affairs through the activities of domestic, transnational, regional and international organizations around the world. The objective of this program is to develop students into INGO specialists who will have the appropriate skills for working in and with international and nongovernmental organizations. Coursework focuses on developing skills in project management, grant writing, fundraising, negotiations and other key areas essential to the work in this field. Where available, this certificate may be earned while completing the MA in international relations and security studies or as a stand-alone graduate certificate.

Learning Outcomes

Upon completing this certificate program, students will be able to:

- Identify the theories, history and major actors that govern the modern operations of international and nongovernmental organizations.
- Critically analyze and evaluate the roles and activities of IOs and INGOs in international affairs.
- Evaluate the consequences of the political and moral choices of IOs and INGOs.

Prerequisite

IRSS 5000 Introduction to International Relations and Security Studies or at least two upper-level undergraduate courses in international relations.

Requirements

The 12 credit hours required for the graduate certificate in international and nongovernmental organizations must include the following required course (3 hours) and three electives (9 hours):

- INGO 5000 Introduction to International and Nongovernmental Organizations (3 hours)

Electives (9 credit hours)

- INGO 5100 Finance, Budgeting and Accounting for International and Nongovernmental Organizations (3 hours)

- INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations (3 hours)
- IRSS 5540 International Organizations (3 hours)
- IRSS 5545 The United Nations in International Politics (3 hours)
- INGO 5600 Principles of Negotiation (3 hours)
- INGO 5700 Grant Writing, Fundraising and Development for International and Nongovernmental Organizations (3 hours)
- INGO 5900 Project Management for International and Nongovernmental Organizations (3 hours)
- INGO 6500 Internship in INGO (3 hours)
- IRSS 5580 Politics of Development (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

International and Regional Security

Graduate Certificate
12 Credit Hours

This program is offered by the College of Humanities and Social Sciences. It is available online and at the Athens campus, but it is not available at the St. Louis main campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

This certificate program examines core topics in international and regional security. Students will be introduced to scholarly work on the sources of conflict, violence and security issues in the international arena, as well as literature on the resolution and mitigation of such conflicts. Students will apply theories and concepts of both interstate and intrastate conflict to important contemporary cases, and analyze the effectiveness of potential policy responses. This certificate program will prepare students for further graduate study in the fields of international relations, national security and international security, as well as related careers in the public and private sector. Where available, this certificate may be earned while completing the MA in international relations and security studies or as a stand-alone graduate certificate.

Learning Outcomes

Upon completing this certificate program, students will be able to:

- Identify and analyze the sources of international and regional political conflict.
- Identify, design and apply potential policy solutions designed to resolve or mitigate real-world conflicts.
- Apply major theories of international security to analyze real-world regional and international conflicts.

Requirements

The 12 credit hours required for the graduate certificate in international and regional security must include the following required course (3 hours) and three electives (9 hours):

- IRSS 5590 International Security (3 hours)

Electives (9 credit hours)

Choose from the following courses:

- IRSS 5200 Security Policy Development and Artificial Intelligence (3 hours)
- IRSS 5400 International Political Economy (3 hours)
- IRSS 5550 War and Diplomacy (3 hours)
- IRSS 5560 U.S. Foreign Policy (3 hours)
  or IRSS 5570 Comparative Foreign Policy (3 hours)
- IRSS 5535 International Disaster Law (3 hours)
- IRSS 5585 Food and Water Security (3 hours)
- IRSS 5595 Energy Security (3 hours)
- IRSS 5600 Area Studies* (3 hours)
- IRSS 5625 Middle East Area Studies* (3 hours)
- IRSS 5635 Western European Area Studies* (3 hours)
- IRSS 5645 Asian Area Studies* (3 hours)
- IRSS 5655 African Area Studies* (3 hours)
- IRSS 5665 South and Central Asia Area Studies* (3 hours)
- IRSS 5675 Central and European European Area Studies* (3 hours)
- IRSS 5685 Latin American Area Studies* (3 hours)
- IRSS 5860 Issues in International Politics (with security focus) (3 hours)
- IRSS 5890 Terrorism in World Politics (3 hours)

*No more than two area studies classes can count toward the certificate.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Oil and Gas

Graduate Certificate
12 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology and is only available at the Athens campus.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

Professionals with managerial skills and competencies in business are increasingly valued by the global oil and gas industry in the 21st century. The oil and gas certificate will offer a unique and advanced level introduction to the managerial operation of the petroleum industry, along with a review of emerging energy

issues. The courses proposed will address major components of the upstream and downstream oil and gas operations, including business law, economics, operations, project management, the supply chain, management and leadership within the oil and gas sector.

Learning Outcomes

- Demonstrate foundation knowledge in the core areas of the oil and gas sector including business law, economics, operations, supply chain management, project management and management.
- Explain the key elements of oil and gas exploration, production and transportation.
- Analyze the economic aspects of international markets in oil and gas.
- Integrate the skills needed to direct operations, effectively communicate and negotiate within the oil and gas sector.

Requirements

- BUSN 6110 Production and Operations Management (3 hours)
- MNGT 5670 Managerial Leadership (3 hours)
- BUSN 5135 Business Law & Economics in the Oil & Gas Sector (3 hours)
- BUSN 5360 Operations & the Supply Chain in the Oil & Gas Sector (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Paralegal Studies

Graduate Certificate
24 Credit Hours

This program is offered by the College of Humanities and Social Sciences.It is available in person at the St. Louis main campus, via Live Virtual (synchronous) and via hybrid online (asynchronous and synchronous via Live Virtual).

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

The graduate paralegal certificate is approved by the American Bar Association (ABA) and is the only ABA program in the St. Louis area. The coursework for the graduate paralegal certificate is designed to provide students with a broad understanding of the legal environment in which individuals, businesses and the judiciary operates. This certificate should be attractive to those individuals who need additional legal knowledge to function more effectively (for example, managers, teachers, government employees and legal assistants).

Learning Outcomes

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

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

Requirements

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

- LEGL 5000 Introduction to Legal Studies (3 hours)
- LEGL 5260 Methods of Legal Research and Writing I (3 hours)
- LEGL 5270 Methods of Legal Research and Writing II (3 hours)
- LEGL 5300 Ethics for the Legal Professional (3 hours)
- LEGL 5470 Civil Actions (3 hours)
- LEGL 5490 Advanced Topics in Law (6 hours)
- LEGL 5800 Computers and the Law (3 hours)

Areas of law offered in topics courses include:

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

Special Requirement

Students must take at least nine (9) semester hours of required Legal Specialty courses through synchronous instruction.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Project Management

Graduate Certificate
12 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology. It is available online, at the St. Louis main campus and at select U.S. and international campuses. Please see the Campus Locations and Offerings section of this catalog for a full list of campuses where this program is offered.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

This certificate delivers a series of project management courses for graduate students in either business or non-business majors. This certificate is designed to equip the students with theoretical concepts and the practical skills needed for successfully completing projects on time and within budget.

Students completing the program will gain knowledge and tools in planning, scheduling, executing, controlling and closing projects.

Requirements

- BUSN 5100 Introduction to Project Management (3 hours)
- BUSN 5300 Project Procurement Management (3 hours)
- BUSN 5700 Advances in Project Management (3 hours) *(prerequisites: BUSN 5100 and BUSN 5760)*
- MNGT 5670 Managerial Leadership (3 hours)

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to transcripts@webster.edu. If this service is not available, send transcripts to:

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

Teaching English as a Foreign Language

Graduate Certificate
21 Credit Hours

This program is offered by the School of Education. It is available at select international campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered.

For information on the general requirements for a certificate, see Certificate Program Policies and Procedures under the Academic Policies section of this catalog.

Program Description

All students pursuing the Webster certificate in teaching English as a foreign language (TEFL) will be considered degree-seeking students and will have the option to pursue the MA in teaching English to speakers of other languages (TESOL) with an emphasis in ESL/EFL education within 5 years from the start of their TESOL coursework.

See also:

- Teaching English to Speakers of Other Languages (MA)

Learning Outcomes

Program Goals — The TEFL Certificate shares the same seven core courses required of all MA in TESOL students, and these seven courses have been aligned to address a set of five standards developed by specialists in coordination with the organization Teachers of English to Speakers of Other Languages. These standards are known as the TESOL Standards. The five learning outcomes below are assessed through a series of summative assessments at the end of each of these core courses.

- Students will be able to describe the relevant features of language that learners need to acquire (TESOL Standard 1 - Knowledge About Language)
- Students will be able to describe the academic and personal characteristics of language learners and educators in order to determine culturally relevant instructional choices (TESOL Standard 2 - Sociocultural Context of Learners and Teachers)
- Students will be able to design and implement standards-based instruction using evidence-based strategies and approaches (TESOL Standard 3 - Planning and Implementing Instruction)
- Students will be able to analyze and interpret various language assessment tools and data in order to strengthen language instruction and/or content instruction through the target language (TESOL Standard 4 - Assessment and Evaluation)
- Students will be able to model and reflect upon professionalism and leadership in language instruction, collaboration, and advocacy (TESOL Standard 5 - Professionalism and Leadership)

Required Courses

21 credit hours

- TESL 5030 Linguistics for Language Learning and Teaching* (3 hours)
- TESL 5230 Theories of Foreign and Second Language Acquisition* (3 hours)
- TESL 5139 Instructional Methods for Language Classrooms* (3 hours)
- TESL 5220 Lesson Planning and Curriculum Development for Language Classrooms* (3 hours)
- TESL 5311 Language Assessment* (3 hours)
- TESL 5350 Sociolinguistics* (3 hours)
- Three credit hours of Practicum selected from:
  - TESL 5040 Practicum in English Language Classrooms (taken at the end of the program)* (1-3 hours)
  - TESL 5041 Tutoring in English (1 hour)
  - TESL 5042 Initial Practicum in English Language Classrooms (1 hour)

*Course contains a summative assessment for data collection purposes.

Admission

See the Admission section of this catalog for general admission requirements. Students interested in applying must submit their application online at www.webster.edu/apply. Transcripts should be sent from your institution electronically to

transcripts@webster.edu. If this service is not available, send transcripts to:

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

Additional Requirements

Requirements for admission to the teaching English as a foreign language certificate program include:

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

ACCT - Accounting

Course Descriptions

ACCT 5000 Introduction to Forensic Accounting (3)

This course is an introduction to forensic accounting. Students will survey the various aspects of forensic accounting including fraud investigation, litigation support, cyber forensics, valuation and economic damage determination. The various aspects of forensic accounting will be introduced in order to give the student a perspective on the discipline of forensic accounting.

ACCT 5010 Legal Procedure, Substantive Law and Professional Ethics in Forensic Accounting (3)

This course will examine legal procedure, rules of evidence, substantive law and professional ethics as related to forensic accounting. The students will study the legal system including issues of jurisdiction, discovery, trial procedure and appeals as related to criminal and civil matters, the rules of evidence and remedies. Non-judicial dispute resolution will also be studied. The students will review substantive law areas including securities law, bankruptcy law, anti-trust law, domestic relations, insurance law, intellectual property law, probate, tax fraud and statutory and common law concerning criminal and civil business fraud. Students will also study the applicable ethical standards including the AICPA Code of Professional Conduct as applied to forensic accounting.

ACCT 5100 Investigation of Financial Fraud (3)

Students will study the skills needed and the investigative techniques utilized to collect, analyze and evaluate evidence in order to prevent, detect and investigate financial fraud and financial crimes. The reasons why persons commit acts of fraud will be examined as a necessary element of the investigation process. **Prerequisites**: ACCT 5000 and ACCT 5010.

ACCT 5150 Introduction to Cyber Forensics (3)

Traditional forensics professionals use finger prints, DNA typing and ballistics analysis to make their case. Accounting and Infosec professionals have to develop new tools for collecting, examining and evaluating data in an effort to establish intent, culpability, motive, means, methods and loss resulting from e-crimes. This course is designed to provide the student with an introduction and overview of the field of Cyber Forensics. Cyber Forensics is the science of locating, extracting, analyzing and protecting data from different devices, in a way that is admissible as evidence in a court of law. Cyber Forensics is a topic that covers areas related to criminal justice, computer technology and the law. Students will learn the policies, legal ramifications and implications, procedures and methodologies of a cyber forensic investigation, from both a theoretical and practical perspective. **Prerequisite**: ACCT 5100.

ACCT 5200 Business Valuation (3)

This course introduces the student to the basic concepts and methodology used to value a closely held business. It will familiarize the student with the three valuation approaches —asset, market and income—used by business valuation professionals. The course will focus on the standards issued by the major accreditation bodies and it will familiarize the student with valuation models used on real-world valuation projects. **Prerequisite**: FINC 3210 or comparable course.

ACCT 5250 Special Topics in Litigation Accounting (3)

This course is intended to cover specialized topics of investigative accounting that require special investigative skills by accountants. Specialized topics such as reconstructing income, money laundering, commercial damages, economic damages and divorce will be covered. This course will also introduce computer forensics and cyber crime investigation. **Prerequisites**: ACCT 5000 and ACCT 5010.

ACCT 5310 Accounting in an ERP Environment (3)

Students will examine the financial and managerial accounting aspects of ERP systems in business organizations. Through the use of hands-on projects using an ERP system, students will explore the impact that the various business processes have on the organization's financial and managerial accounting. Students will also be expected to report on and explain their conclusions with respect to ERP system case studies. **Prerequisite**: ACCT 6070.

ACCT 5350 Analytics for Forensic Accountants (3)

In this course students will study various techniques and processes that will assist forensic accountants in analyzing electronic data for the purpose of detecting and investigating fraud. Students will be introduced to the use of Excel, Access and various software packages as electronic detection and investigative tools. Students will also be expected to create and deliver a presentation based on their findings resulting from the use of such tools. **Prerequisite**: ACCT 5150.

ACCT 5400 Internal Auditing (3)

This course is primarily intended to introduce students to the basic internal audit concepts and techniques. This course also focuses on how engagements are planned and performed and how engagement outcomes are communicated.

ACCT 5500 Case Studies in Forensic Accounting (3)

Using the case study approach, students will examine a variety of cases of corporate fraud involving asset misappropriation, corruption and fraudulent financial statements. Students will also be required to prepare several cases involving corporate fraud and present them to the class. Students will be encouraged to be inquisitive and think creatively as they examine instances of fraudulent behavior. **Prerequisite**: ACCT 5350.

ACCT 5800 Forensic Accounting Practicum (3)

Students will utilize the skills and the investigative techniques learned and developed throughout the classes of the forensic accounting program to collect, analyze and evaluate evidence of financial fraud in a complex case study involving fraud investigation, litigation support, cyber forensics, valuation and economic damage valuation. An important element of the course is the integration and use of tools for collecting, examining and evaluating data in an effort to establish intent, culpability, motive, means, methods and loss resulting from fraud utilizing a variety of forensic accounting investigative activities encountered during a real time forensic accounting investigation. The student will also make recommendations in order to prevent and detect any future financial fraud and financial crimes. **Prerequisite**: ACCT 5500.

ACCT 5900 Forensic Accounting Capstone (3)

Students will review the various aspects of forensic accounting including procedural and substantive legal issues, professional ethics, investigation, management of evidence, written and oral communication including court testimony, valuation, economic damages, special topics in forensic accounting, cyber forensics and internal auditing. In addition, student will prepare a case and participate in a deposition and provide testimony in a mock court. **Prerequisite**: ACCT 5500.

ACCT 6070 Managerial Accounting for Decision Making (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.

ADVT - Advertising

Course Descriptions

ADVT 5100 Strategic Principles of Advertising and Marketing Communication (3)

Students learn the fundamental advertising and marketing communications terms, concepts, theories, and tools (traditional and nontraditional) used to assess an organization's marketing communications situation and derive an effective strategic plan to accomplish a client's marketing communications objectives. Topics include establishing objectives, competitive analysis, target market profile, consumer decision-making process, brand positioning, opportunity recognition and marketing communications plans.

ADVT 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.

ADVT 5410 Fundamentals of Branding (3)

The course introduces students to the components of building and maintaining successful brands. The course emphasizes fundamental concepts including brand identity, positioning strategies, value propositions, brand essence, brand personality and brand relation structure. Students will construct and maintain a clear brand narrative and learn to manage the evolution of a brand over time. The course will include nontraditional media and how to craft brand strategy using these new communications channels. **Prerequisite**: MEDC 5000.

ADVT 5550 Topics in Advertising/Marketing Communications (3-6)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of advertising and marketing communications. Topics are timely and of interest to professionals currently working in or pursuing advertising and marketing communications-related careers. This course may be repeated once for credit if content differs and is appropriate for the student’s course of study. **Prerequisites**: May vary with topic.

AHP - Allied Health Professions

Course Descriptions

AHP 7000 Human Physiology (4)

Students will develop critical understanding of human physiology. Topics will include cellular processes, tissue composition and histology, and organ system functions. At the end of the course, students will be able to explain physiological concepts across organ systems and relate abnormal physiological mechanisms to disease processes.

AHP 7010 Advanced Human Physiology I (2)

In advanced human physiology, mechanisms of the essential functions of organ systems in humans will be examined. Students will explain physiological concepts in the different organ systems and how these physiological processes change across the lifespan. In the first of two courses, students will cover topics of cell and tissue organization, nervous system physiology, and special senses physiology. The courses in advanced human physiology will prepare students to evaluate abnormal physiology to disease in subsequent courses.

AHP 7020 Advanced Human Physiology II (2)

In advanced human physiology, mechanisms of the essential functions of organ systems in humans will be examined. Students will explain physiological concepts in the different organ systems and how these physiological processes change across the lifespan. In the second of two courses, students will cover physiological concepts of the cardiorespiratory, digestive, endocrine, and urogenital systems. The courses in advanced human physiology will prepare students to evaluate abnormal physiology to disease in subsequent courses. **Prerequisite**: AHP 7010.

AHP 7030 Cell Biology (3)

This course examines organization and functions of cells. Areas covered include dynamics of biological membranes and cellular transport, signaling between cells, and genetics and gene regulation. Knowledge and concepts from this course prepare students to correlate cell function to clinical settings in subsequent coursework.

AHP 7050 Medical Biochemistry (3)

This course examines the biochemical principles that build life. Major concepts will be studied from the perspective of human biochemistry and will include areas of acids/bases, structure and functions of macromolecules, enzymology, mechanisms of regulation, and major metabolic pathways. Knowledge and concepts from this course prepare students to correlate principles of biochemistry to the clinical setting in subsequent coursework.

AHP 7080 Immunology (2)

This course builds understanding of immune responses, with particular emphasis given to consequences of immunity in normal and disease clinical contexts. Functions and mechanisms of innate and adaptive immune responses will be considered, along with factors influencing these activities. From these foundations, immune responses in clinical settings will be studied, including in infectious disease, autoimmunity, allergy, transplantation, immunodeficiency, and cancer.

AHP 7100 Human Gross Anatomy I (3)

Students will develop mastery of the fundamentals of human gross anatomy. As the course progresses, students will be able to explain relationships between anatomical structures, describe relevant functions of structures, and apply this knowledge to appropriate clinical settings in normal and disease conditions. In the first of two courses, students will cover the anatomy of the following regions: back, chest and upper limb, head and neck, and a survey of the neuroanatomy of the central nervous system. Material covered in lectures will be explored during dissections and guided prosections in the co-requisite laboratory. **Co-requisite**: AHP 7101.

AHP 7101 Human Gross Anatomy I Lab (1)

A laboratory course focused on dissection of human cadavers. Students will complete independent and guided dissections to identify structures described in the co-requisite lecture course and to reinforce functional and clinical considerations. Anatomical models, virtual dissections, and instructor-prepared prosections will be used to further enhance and supplement student-led cadaveric dissections. **Co-requisite**: AHP 7100.

AHP 7200 Human Gross Anatomy II (3)

Students will develop mastery of the fundamentals of human gross anatomy. As the course progresses, students will be able to explain relationships between anatomical structures, describe relevant functions of structures, and apply this knowledge to appropriate clinical settings in normal and disease conditions. In the second of two courses, students will cover the anatomy of the following regions: thorax, abdomen, thoracic and abdominal viscera, pelvis, perineum, and lower limb. Material covered in lectures will be explored during dissections and guided prosections in the co-requisite laboratory. **Prerequisite**: AHP 7100. **Co-requisite**: AHP 7201.

AHP 7201 Human Gross Anatomy II Lab (1)

A laboratory course focused on dissection of human cadavers. Students will complete independent and guided dissections to identify structures described in the co-requisite lecture course and to reinforce functional and clinical considerations. Anatomical models, virtual dissections, and instructor-prepared prosections will be used to further enhance and supplement student-led cadaveric dissections. **Co-requisite**: AHP 7200.

AHP 7500 Translational Research (2)

Translational research facilitates the translation of findings from basic science to practical applications that enhance human health and well-being. This course focuses on the research process from problem formulation to analysis and interpretation to application in the healthcare setting. Quantitative and qualitative methodologies are addressed. The fundamental knowledge needed to plan, implement, and evaluate a research study is provided.

AHP 7510 Biostatistics for Health Sciences (3)

This course is a basic introduction to the use of statistics. Topics covered include: descriptive statistics,
probability, sampling estimation, t- and Z-tests, chi-square tests, one-way analysis of variance and regression analysis. Computers will be used for some computation analysis

AHP 8400 Advanced Pathophysiology (3)

Lecture and discussion of pathologic states common to the health compromised population, necessitating access to the healthcare system, will be offered. Focus will be on primary disease processes of the nervous, endocrine, and respiratory systems, common therapies, and their relationship to restorative and rehabilitative services.

APBA - Applied Behavior Analysis

Course Descriptions

APBA 5000 Introduction to Applied Behavioral Analysis (3)

This graduate-level course delves into the foundational concepts and principles of behavior analysis, with a focus on conceptual analysis. Over the duration of eight weeks, students will explore the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and the interpretation of behavior through the lens of behavior analysis. Through a combination of theoretical discussions, historical analysis, critical readings, and practical applications, participants will develop a deep understanding of behavior analytic concepts and principles and their real-world implications.

APBA 5010 Introduction to Organizational Behavior Management (OBM) (3)

This graduate-level course serves as an introduction to the field of Organizational Behavior Management (OBM), exploring the behavior analytic principles, theories, and practical applications that shape individual and group behavior within multiple settings. Students will examine how various factors such as leadership, culture, motivation, and communication influence effectiveness and productivity.

APBA 5011 Behavior Analytic Performance and Supervision (3)

This graduate-level course is designed to provide students with a comprehensive understanding of behavior analytic principles as applied to staff member performance. Students will learn how to effectively manage and improve individual and systemic performance using behavior analysis principles and techniques. Through a combination of theoretical learning and practical applications, students will develop the skills necessary to enhance employee performance, motivation, and engagement in various contexts. **Prerequisite**: APBA 5000.

APBA 5012 Behavioral Systems Analysis (3)

This course provides an in-depth exploration of Behavioral Systems Analysis (BSA) theory and its practical applications in various settings. Students will examine how behavior analysis principles can be used to analyze and improve complex systems, including organizations, communities, and societies. Through theoretical discussions, case studies, and hands-on projects, students will develop the skills needed to conduct systems-level assessments, design interventions, and evaluate the effectiveness of behavior-based solutions.**Prerequisite**: APBA 5000.

APBA 5013 Organizational Behavior Management in Action (3)

This course offers a comprehensive exploration of Organizational Behavior Management (OBM) principles and their practical applications in business settings. Drawing from the OBM Applied Book Series, students will delve into real-world case studies and examples to understand how behavior analysis can be leveraged to enhance organizational effectiveness, productivity, and employee satisfaction. Through theoretical discussions, hands-on exercises, and interactive projects, students will develop the skills needed to apply OBM principles in various contexts. **Prerequisite**: APBA 5000.

APBA 5014 Applied Organizational Behavior Management (3)

This course provides students with the opportunity to apply Organizational Behavior Management (OBM) behavior analytic principles and techniques to real-world settings. Through a combination of theoretical learning, practical exercises, and hands-on projects, students will develop the skills necessary to analyze organizational behavior, design interventions, and implement solutions to improve performance and effectiveness. Each student will work on a project tailored to their workplace or field site, allowing them to directly apply OBM concepts to address specific challenges or opportunities. **Prerequisite**: APBA 5000.

APBA 5110 Principles of Applied Behavioral Analysis (3)

This graduate-level course expands on the basic concepts and principles of Applied Behavior Analysis and provides an overview of both classic and contemporary on nonhuman and human learning. We will focus on a behavior-analytic conceptualization of learning and the underlying research on basic processes and operations that result in learning. The readings and class discussions will provide a strong foundation in the psychology of learning from a behavioral orientation. This course covers the established behavior change procedures that have been used to (1) develop new behavior and (2) decrease behavior with non-punishment methods.

APBA 5120 Single-Subject Research Design (3)

This is an introductory course in educational research methodology. Basic concepts of measurement, experimental and quasi-experimental research designs, single subject/case designs, strategies of qualitative and quantitative research, data collection and analysis, and basic statistical procedures are introduced. This course enables students to read research, interpret research findings, evaluate the quality of the research, identify effective practices, and plan studies that further the knowledge base in educational and psychological research. Students write a research proposal and complete an application for approval from Webster University's Institutional Review Board (IRB).

APBA 5130 Ethics and Professional Issues in Applied Behavior Analysis (3)

This graduate-level course delves into the intricate ethical considerations within the field of Applied Behavior Analysis (ABA). Over the course of eight weeks, students will engage in a comprehensive examination of ethical principles, dilemmas, and decision-making processes pertinent to professionals practicing ABA. Through a combination of theoretical discussions, case studies, practical applications, and ethical reasoning exercises, participants will develop a deep understanding of how to navigate complex ethical situations inherent in behavior analytic practice. **Prerequisite**: APBA 5000.

APBA 5140 Behavior Change Procedures in Applied Behavior Analysis (3)

This graduate-level course delves into the fundamental principles and advanced strategies of behavior change within the framework of Applied Behavior Analysis (ABA). Grounded in empirical research and practical application, students will explore the intricate mechanisms underlying human behavior and the techniques used to modify it effectively. Students will be able to practice these procedures in a hands on manner and explore multiple methods of implementation. **Prerequisite**: APBA 5000.

APBA 5150 Functional Behavioral Assessment (3)

This graduate-level course delves into the fundamental principles and advanced strategies of behavior change within the framework of Applied Behavior Analysis (ABA). Grounded in empirical research and practical application, students will explore the intricate mechanisms underlying human behavior and the techniques used to modify it effectively. Students will be able to practice these procedures in a hands on manner and explore multiple methods of implementation. **Prerequisite**: APBA 5000.

APBA 5160 Supervision and Staff Performance in Applied Behavior Analysis (3)

This graduate-level course is designed to equip students with the knowledge and skills necessary to effectively supervise staff and enhance performance within the context of Applied Behavior Analysis (ABA). Over the span of eight weeks, students will engage in a comprehensive exploration of supervision theories, strategies, and practical applications tailored to the unique needs of behavior analytic settings. Through a combination of theoretical discussions, case studies, role-playing exercises, and hands-on experiences, participants will develop the competencies required to provide high-quality supervision and support the professional development of behavior analytic practitioners. **Prerequisite**: APBA 5000.

APBA 5170 Basic Experimental Analysis of Behavior (3)

This graduate-level course expands on the basic concepts and principles of Applied Behavior Analysis and evaluates the basic principles of experimental analysis and research. We will focus on a behavior-analytic conceptualization of learning and the underlying research on basic processes and operations that result in learning. The readings and class discussions will provide a strong foundation in the psychology of learning from a behavioral orientation. This course covers the established behavior change procedures that have been used to (1) develop new behavior and (2) decrease behavior with non-punishment methods. **Prerequisite**: APBA 5000.

APBA 5180 Verbal Behavior (3)

This 8-week graduate course in verbal behavior provides an in-depth exploration of the principles, theories, and applications of verbal behavior analysis. Grounded in the foundational work of B.F. Skinner and expanded upon by contemporary researchers, the course delves into the complexities of language acquisition, verbal operants, and the functional analysis of verbal behavior. Through a combination of theoretical discussions, empirical studies, and practical applications, students will develop a comprehensive understanding of verbal behavior and its relevance to various fields including psychology, education, speech pathology, and applied behavior analysis. **Prerequisite**: APBA 5000.

APBA 5410 In-Service Topics in Applied Behavior Analysis (1-3)

In-service courses provide degree-seeking students with practical applications of current research and methodology. These courses require the advisor's approval (prior to enrollment) to be included in a student's graduate program. May be repeated for credit if content differs.

APBA 5950 Portfolio Review: Applied Behavior Analysis (0)

In this zero-credit required course students will consolidate and demonstrate their understanding of advanced topics in Applied Behavior Analysis (ABA) through a comprehensive portfolio review. Students will synthesize their knowledge gained from previous coursework and practical experiences to create a portfolio that showcases their proficiency in key areas of ABA practice, including assessment, intervention design, implementation, and evaluation. Emphasis will be placed on critical thinking, analysis of case studies, ethical considerations, and application of evidence-based practices. **Prerequisite**:APBA 5000.

APBA 6000 Thesis: Seminar in Applied Behavior Analysis (1-3)

The Thesis Seminar in Applied Behavior Analysis is designed to guide graduate students through the process of conceptualizing, designing, executing, and presenting an original research project in the field of Applied Behavior Analysis (ABA). This semester-long course is taken twice to provide students with sufficient time and support to complete their thesis. **Prerequisite**: APBA 5130.

BIOL - Biology

Course Descriptions

BIOL 6550 Field and Professional Experience (0-3)

This course awards credit for approved field and professional experiences that supplement concepts learned in the classroom for science and science-related program, which allow for application and integration of learned knowledge and skills into the professional setting. Students will be responsible for identifying the experiential learning opportunity (such as an internship, practicum, or related experience), developing goals and responsibilities, and meet these expectations under the guidance and supervision of the experience supervisor. The course instructor will ensure the student satisfies the academic requirements for credit, including weekly journals, a final experience paper, and an evaluation from the experience supervisor. Professional experiences must be related to the field of study and must be approved by the department prior to registering for the course. This course is graded as credit/no credit, and this course may be repeated up to three earned credits. **Prerequisite**: Department approval.

BIOL 6800 Biomedical Sciences Exit Survey (0)

Students in this course will reflect on their experiences in the Biomedical Sciences program. This will include how experiences in the program have shaped perspectives toward ethical and equitable professional behavior in fields related to Biomedical Sciences. This course is awarded as credit or no-credit.

BIOL 7200 Advanced Anatomy and Physiology I (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 an 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. **Co-requisite**: BIOL 7201

BIOL 7201 Advanced Anatomy and Physiology I Lab (1)

Content topics discussed in lecture will be explored through dissection of human cadavers. **Co-requisite**: BIOL 7200.

BIOL 7700 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 7800 Microbiology (3)

Microbiology focuses on properties of bacteria, viruses and fungi as well as the pathogen-host interactions. This course is an introduction to the molecular genetics of bacteria and viruses. The relation of these organisms to anesthesia and their control will be explored.

BIOL 7900 Biomedical Bench Research (1)

A specialized course for students working on an independent, research-oriented project in a topic of current interest. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. During the course, the student will progress through research design, implementation of the research project and appropriate analysis of data collected. The final product will be an academic paper. May be repeated up to three times for credit if content differs. **Prerequisite**: Enrollment in the Biomedical Sciences program, permission of program director and research mentor.

BIOL 8000 Advanced Anatomy and Physiology II (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. This course is a continuation of gross anatomy study of thorax and abdominal and pelvic regions. **Prerequisite**: BIOL 7200.

BIOL 8001 Advanced Anatomy and Physiology II Lab (1)

Content topics discussed in lecture will be explored through dissection of human cadavers. **Co-requisite**: BIOL 8000

BIOL 8100 Advanced Anatomy and Physiology III (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; a continuation of gross anatomy study of thorax and abdominal and pelvic regions. **Prerequisite**: BIOL 8000.

BIOL 8101 Advanced Anatomy and Physiology Lab III (1)

Content topics discussed in BIOL 8100 lecture will be explored through dissection of human cadavers. **Co-requisite**: BIOL 8100

BUSN - Business

Course Descriptions

BUSN 5000 Business (3)

This course is designed to provide a foundation in such general business concepts as economics, finance, accounting, business law, marketing and other business systems.

BUSN 5100 Introduction to Project Management (3)

This course examines the basic theory and practical tools of project management. The student learns to manage projects and achieve project objectives by organizing, planning, scheduling and controlling the project.

BUSN 5135 Business Law & Economics in the Oil & Gas Sector (3)

The oil and gas industry is dynamic and complex. This course purposely combines the interrelationship between law and economics in this sector. Various actors including governments, financial markets, the global oil market, the uncertainty of the economic environment, licensing and contracts are some of the important topics considered. Other topics that will also be covered include investment appraisal, taxation, health, safety,

the environment and issues related to supply and demand. An international approach will be applied to the study of the markets.

BUSN 5200 Basic Finance for Managers (3)

Managers and human resources management professionals must be able to understand financial information contained in financial statements and reports. Line managers must be able to understand financial information contained in financial statements and reports in order to evaluate their unit's financial performance, to communicate clearly with other managers, and to apply financial information when making decisions. Human resources management professionals must understand financial statements and principles if they are to effectively assist line managers and be strategic partners with other business functions. This course will focus on the interpretation and use of basic financial information by non-financial managers, not on the production of financial statements and reports. (FINC 5000 cannot be substituted for BUSN 5200.)

BUSN 5210 Financial Management and Budgeting in Nonprofits (3)

This course will prepare students to understand and participate in the financial management of nonprofit organizations. The course will provide an overview and specifics of nonprofit financial management, including budgeting, resource allocation, accounting, financial reporting (internal, board and governmental) and working with CPAs.

BUSN 5220 Global Supply Chain Management (3)

This course is designed to increase understanding of the management of flows of materials/goods and information in a global supply chain network. The topics covered include supplier selection, procurement, production/outsourcing, transportation, warehousing, etc. in the context of global supply chain environment and global logistics strategy. Import/export as well as third party logistics (3PL), documentation, customs procedures, government regulations and free trade zones (FTZ) are also reviewed.

BUSN 5250 Enterprise Systems (3)

This course helps students understand enterprise systems in today's organizations. The contents includes the evolution of enterprise systems, the components of an enterprise system and the process of implementing enterprise systems to increase the overall success of the organization. The course also emphasizes the strategic role of the enterprise systems in providing a platform for improved business operations and productivity.

BUSN 5300 Project Procurement Management (3)

This course examines the basic theory and practical tools of the procurement process and contract management when the projects are completed using outside resources and contractors. The course will help students understand the procurement process and manage contracts effectively so that the project can be completed successfully.

BUSN 5360 Operations & the Supply Chain in the Oil & Gas Sector (3)

Two very central aspects and closely interconnected aspects of the oil and gas industry are the operations and supply chain management. Operations focuses on the upstream and downstream activities including exploration, production, transportation, refinery operations and bringing the products to the markets. A key aspect of the topics of the supply chain is that it can be a central source of cost efficiency and thus a competitive advantage for organizations that best manage their supply chains. The supply chain becomes an even more important strategic component when the international scale of many oil and gas ventures are considered.

BUSN 5400 Supply Chain Planning & Inventory Management (3)

This course will address the fundamentals of a demand-driven supply chain and allows students to understand why optimized inventory and replenishment helps overcome in-system weaknesses and deliver results. Students will gain a solid basis of understanding in the areas of Just in Time, Efficient Consumer Response, Collaborative Forecasting, Planning and Replenishment.

BUSN 5410 Transportation Management (3)

After this unit, the student will know what modes of transportation serve certain types of freight and the cost implications of modal choices. They will understand the trade-offs between speed and cost and understand what a transportation management system (TMS) does. Lastly, students will be familiar with regulation governing transportation providers and the differences between asset versus non asset providers. Regulations, tariffs and freight classes will be discussed.

BUSN 5420 Warehouse Management (3)

In this course, students will be able to describe the different types of warehousing strategies including, but not limited to, insource/outsource, public/fractional/multi-client/single-client. Students will understand distribution management, different warehouse layouts, labor and picking strategies, be familiar with slotting strategies and warehouse management (WMS) tools, be conversant in a variety of automation strategies, and understand the impact of warehouse strategies on transportation costs and customer satisfaction.

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. **Prerequisite**: BUSN 5000 or HLTH 5000.

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.

BUSN 5700 Advances in Project Management (3)

This course examines the advanced theory and tools for implementing projects in organizations and will provide a comprehensive overview of the skills needed and challenges to be faced in managing them. The primary goals of this course in Project Management are to help students understand important concepts and principles in project selection, scheduling, risk and resource management and develop analytical and interpersonal skills that will be useful to them as project managers. **Prerequisite**: BUSN 5100.

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 5900 Consulting Project (3)

The iMBA Consulting Project aims to closely integrate the curriculum with career development and practical research, providing professional and systematic guidance and assistance for students' career development and business practice. Students will be paired with business professionals, work in teams to identify, research and propose solutions to real industry problems and opportunities.

BUSN 5970 Supply Chain Data Analytics (3)

This course examines the application of the analytical tools to solve the supply chain design and planning problems. Students will also learn the impact of supply chain analytics on the supply chain efficiency to achieve competitive advantage.

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 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 Production and Operations 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 quality management, capacity management, plant location, layout and design, production planning and scheduling, inventory management, supply chain management and project management. Where appropriate, the use of operations management techniques in service and distribution organizations will be demonstrated.

BUSN 6120 Managerial Economics (3)

The student examines the application of microeconomic theory as applied to the managers' responsibilities within the organization. This course should emphasize the quantitative and qualitative application of economic principles to business analysis. **Prerequisites**: BUSN 5620 and BUSN 5760.

BUSN 6140 Business Research Analysis (3)

The student examines the application of the tools and methods of research to management problems. The course focuses on the nature of research; the use of research in decision making; decision making; research concepts and methods for the collection, analysis and interpretation of data from surveys, experiments and observational studies; and the evaluation, use and presentation of research findings.

BUSN 6150 Business Communications and Technology (3)

The student examines the methods, protocol, and appropriateness of various forms of communication for business decision making, which include written, oral, networking, teleconferencing e-mail and other modern methods of communication that are required in today's business world. The course should include all types of communications the student needs to operate in the national and international aspects of business, including sales promotions and financial promotions, as well as computer networking within the business structure.

BUSN 6160 Integrated Business Processes and ERP (3)

This course provides students a comprehensive understanding of how Enterprise Resource Planning (ERP) Systems foster the integration of the fundamental business processes in today's business organizations. This course also examines the evolution of ERP and the components of a modern ERP system. There is a significant technology component to this class. Students directly practice real business functions and transactions in an ERP system to gain hands on experience.

BUSN 6200 Strategy and Competition (3)

The student examines the conceptual and practical aspects of business policies and policy decision making by utilizing all the concepts, theories and tools that were presented in the previous courses. The student should be able to analyze and recommend a comprehensive and workable approach to the situation. The course should cover current business issues and developments. There is an additional course fee of $99. **Prerequisite**: Completion of all other required courses in the MBA.

BUSN 6400 Integrated Studies in Supply Chain Management (3)

This course will review the eight essential learning blocks of supply chain management and aid in preparation to take the Council of Supply Chain Management Professionals (CSCMP) SCPro Level One certification course. Students will be able

to apply their learnings and demonstrate a solid foundation of knowledge in all functions of supply chain management. **Prerequisites**: BUSN 5220, BUSN 5400, BUSN 6110, BUSN 5410, BUSN 5420 and BUSN 6160.

BUSN 6500 Business Internship (1-6)

This course is designed to enhance the graduate business curriculum. Along with a faculty internship coordinator, students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. All work performed for the purpose of satisfying the requirements of the internship program must in some way relate to the student's major or emphasis.

BUSN 9910 Travel Course-Operations and Project Management (3)

This is a course that focuses on the major managerial issues in manufacturing management and the tools that can be used to manage them. Special attention will be given to project management, including PERT, critical path scheduling, and time-cost models, in operations management and other business settings. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management and inventory management. The analytical tools covered include queuing theory, statistical quality control, linear programming and learning curves. Where appropriate, the use of operations management techniques in service and distribution organizations will be demonstrated. This course includes a mandatory short-term travel component. **Prerequisite**: BUSN 5760.

BUSN 9950 Travel Course-Issues in Business (3)

Current and significant issues in business are examined. The course focuses on existing theories and practices as well as on new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

CHEM - Chemistry

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. **Prerequisite:** Enrollment in the nurse anesthesia program.

CMAT - MAT Certification

Course Descriptions

CMAT 5000 Teaching in a Diverse Society (3)

Students explore issues in teaching in a multicultural setting, examining the implications of diverse student populations and emphasizing values and beliefs about learning and teaching. The course explores the historical and philosophical foundations of education, focusing on the implications for current diverse classrooms. Students will examine traditional and contemporary philosophies in their historical context and discuss the impact of these on student and teacher roles, curriculum, assessment and instruction, and classroom organization and management. **Co-requisite**: CMAT 5001.

CMAT 5001 Introductory Teaching Practicum (1)

This is a supervised practicum experience for teacher education students. Students will learn about and engage in professional practices related to teaching. Students will engage in observation of teachers and students in specific classroom settings. Must be completed with a grade of B or better. **Co-requisite**: CMAT 5000.

CMAT 5009 Writing Instruction (3)

Students examine current theories and practices for writing instruction. Students discuss elements such as the history of rhetoric, writing traits, writing forms and writing for different purposes as well as audiences. Based on contemporary theories and digital applications used in today's classrooms, students practice designing writing assignments. Other key topics include multimodal writing, creating writing curriculum and assessment of writing. Students practice the composition process by designing a digital writing process project.

CMAT 5015 Inclusive Practices and Methods for Teaching English Learners (3)

This course introduces all professionals working with students — such as general and special educators, paraprofessionals, administrators, and related service providers — to strategies that promote the full social and academic inclusion of children with disabilities, English Language Learners, and children from culturally and linguistically diverse backgrounds in educational settings. Emphasis will be placed on fostering inclusive environments through the use of instructional and assistive technology, as well as leveraging assessment and student data to support data-based decision-making. Topics will include inclusive education philosophy and research, tiered academic interventions (RTI), collaborative practices, roles and responsibilities of team members, parent collaboration and communication, curriculum adaptations, differentiated instruction, positive behavior supports, the SIOP model for English Language Learners, and the integration of technology to meet the needs of all learners.

CMAT 5025 Applications in Teaching and Learning (0-3)

This course serves as the central hub where all MAT program assessments, across all certification areas, come together and are evaluated in a cohesive professional portfolio that develops and expands throughout the program. Students synthesize their learning by connecting with their coursework and field experiences through reflective practices, collaborative peer feedback, and professional self-assessment.

Key areas of focus include:

1. Instructional Strategies and Techniques in Content Areas
2. Critical Thinking and Problem Solving
3. Differentiated Learning
4. Classroom Culture and Behavior Management
5. Consultation, Collaboration, and Reflective Teaching
6. Literacy/Language Acquisition
7. Tiered Systems of Supporting Instruction and Behavior (Special Education specific)
8. Instructional and Assistive Technology (Special Education specific)

The course meets weekly in a synchronous online format. All students, regardless of credit enrollment, complete reflections, participate in discussions and peer feedback, and are evaluated on professional dispositions. Students taking the course for 1 to 3 credits will complete additional certification area specific tasks aligned with mid-level or advanced field experiences, respectively. Course will be repeated each term throughout the program. Passing this course each term is required for program progression.

CMAT 5030 Topics in Content Area Studies (1-3)

Utilizing an experiential and self-guided approach to content area learning, candidates will engage in learning and development in their subject area. Candidates will be given an opportunity to check their content knowledge. Depending on their need for content area subjects, they will choose this course as needed.

CMAT 5035 Topics in K-12 Student Development and Learning (3)

Candidates will examine a specific topic(s) related to the emotional and cognitive development of K-12 grade students or an aspect of classroom management and learning strategies. May be repeated once for credit. **Prerequisite**: CMAT 5000.

CMAT 5090 Practicum: Elementary School (1-3)

This practicum is in an elementary school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placement are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5091 Apprentice Teaching: Elementary School (1-10)

Teacher certification students only. This course is meant for students seeking certification in elementary school education. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisite**: B or better in CMAT 5090, approved application one semester prior.

CMAT 5096 Apprentice Teaching Seminar (1)

This seminar will help students in their apprentice teaching focus on multiple factors affecting their classroom experiences, student interactions and curriculum (including planning, classroom organization and structure, unit and lesson planning, and student assessment) through the creation of a Teacher Work Sample. The course is designed to better prepare each student to meet the MoSTEP Standards. The seminar is a concurrent registration with the appropriate apprentice teaching course.

CMAT 5100 Practicum: Middle School Language Arts (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5101 Practicum: Middle School Mathematics (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5102 Practicum: Middle School Science (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5103 Practicum: Middle School Social Science (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5104 Practicum: Secondary English (1-3)

This practicum is in a secondary school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5105 Practicum: Secondary Mathematics (1-3)

This practicum is in a secondary school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum.**Co-requisite**: CMAT 5199.

CMAT 5106 Practicum: Secondary Social Science (1-3)

This practicum is in a secondary school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5107 Practicum: Secondary Biology (1-3)

This practicum is in a secondary school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom

is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5108 Practicum: Art K-12 (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5109 Practicum: French K-12 (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5110 Practicum: German K-12 (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5111 Practicum: Spanish K-12 (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5112 Practicum: K-12 Special Education (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5113 Practicum: Secondary Chemistry (1-3)

This practicum is in a school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Co-requisite**: CMAT 5199.

CMAT 5140 Digital Pedagogy and Assistive Learning Technologies (1-3)

This course utilizes hands-on and project-based activities to teach instructional technology use and integration to students. In the course, students engage with using classroom technologies for teaching learners from Pre-K-12. The use of technologies for instructional planning and design, data gathering and assessment as well as Universal design for learning will be demonstrated and practiced. The course explores technology integration based on student engagement with productivity applications, interactive and cloud-based platforms as well as assistive technologies.

CMAT 5170 Classroom Culture and Behavior Supports (1-4)

This course introduces students to the principles and techniques of behavior management tailored to meet the needs of students with and without disabilities while exploring the creation of inclusive, effective classroom cultures. Students will gain foundational knowledge of the social, cultural, emotional, motivational, and environmental factors that influence human behavior and development, with a focus on strategies that foster self-esteem, autonomy, and self-regulation.

Using frameworks such as Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI), students will learn to address challenging behaviors at the school-wide, classroom, and individual levels. Key topics include understanding student behavior, partnering with families, identifying and analyzing problem behaviors, conducting functional behavior assessments, and applying direct and indirect observational techniques. The course emphasizes preventative and pre-correction strategies, methods to strengthen, replace, or reduce behaviors, as well as measurement techniques and program evaluation.

Students will develop practical skills in classroom management, student engagement, and culturally responsive practices through scenario-based simulations, reflective analyses, and applied projects.

CMAT 5180 Elementary Arts and Humanities Methods (3)

Students in this course apply curricular and instructional objectives for teaching K-6 students Arts, Humanities and Social Studies. Materials, techniques and resources are emphasized. Arts and Humanities are broad and encompassing areas of elementary classroom teaching. Content areas that focus on the language arts and social studies are richly integrated with art history, art techniques and many forms of visual art. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. Social Science Content Standards for social studies are also of importance. **Prerequisite**: Eligible for admission to Teacher Certification.

CMAT 5190 Elementary STEM Methods (3)

In this course students learn and apply effective practices for teaching elementary science and mathematics using integrated STEM approaches. Instructional methods that are based on inquiry-based learning, number talks, scientific thinking as well as varied interactive activities and discussion protocols. Topics that will be covered include meaningful mathematics learning and Next Generation Science Standards. Candidates will create an integrated unit plan that applies critical thinking, STEM principles and learning standards. **Prerequisite**: Eligible for admission to Teacher Certification.

CMAT 5199 Practicum Seminar (1)

This seminar corresponds to the teacher certification practicum experience. It is designed for teacher candidates and focuses on their attainment of highly effective teaching practices. These include teacher presence, classroom organization and structure, lesson planning and student assessment based on sound data analysis. The course is designed to prepare each teacher candidate to process the activities of the field-based classroom practicum. An overarching goal is the documentation and attainment of Missouri Teacher Standards as measured by the Missouri Educator Evaluation Systems (MEES) **Prerequisite**: Eligibility for admission to Teacher Certification and filing of appropriate application form by the posted deadline. **Co-requisite**: CMAT 5090 or CMAT 5100 or CMAT 5101 or CMAT 5102 or CMAT 5103 or CMAT 5104 or CMAT 5105 or CMAT 5106 or CMAT 5107 or CMAT 5108 or CMAT 5109 or CMAT 5110 or CMAT 5111 or CMAT 5112 or CMAT 5113.

CMAT 5200 Apprentice Teaching: Middle School Language Arts (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5100, approved application one semester prior.

CMAT 5201 Apprentice Teaching: Middle School Mathematics (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5101, approved application one semester prior.

CMAT 5202 Apprentice Teaching: Middle School Science (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5102, approved application one semester prior.

CMAT 5203 Apprentice Teaching: Middle School Social Science (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5103, approved application one semester prior.

CMAT 5204 Apprentice Teaching: Secondary English (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5104, approved application one semester prior.

CMAT 5205 Apprentice Teaching: Secondary Mathematics (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5105, approved application one semester prior.

CMAT 5206 Apprentice Teaching: Secondary Social Science (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5106, approved application one semester prior.

CMAT 5207 Apprentice Teaching: Secondary Biology (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5107, approved application one semester prior.

CMAT 5208 Apprentice Teaching: Art K-12 (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5108, approved application one semester prior.

CMAT 5209 Apprentice Teaching: French K-12 (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5109, approved application one semester prior.

CMAT 5210 Apprentice Teaching: German K-12 (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5111, approved application one semester prior.

CMAT 5211 Apprentice Teaching: Spanish K-12 (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5106, approved application one semester prior.

CMAT 5212 Apprentice Teaching: K-12 Special Education (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5112, approved application one semester prior.

CMAT 5213 Apprentice Teaching: Secondary Chemistry (1-10)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: B or better in CMAT 5113, approved application one semester prior.

CMAT 5225 Education Passport 1 (0)

The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria.

CMAT 5270 Methods of Teaching Elementary Reading (3)

This is an introductory course in reading methodology for elementary education and special education majors based on the Science of Reading and Structured Literacy. It is the first in a series of three courses required for certification. The focus is on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. This course offers a solid background in reading instruction for students who have not had prior coursework in reading. In addition, this course examines language development in children and youth with and without disabilities and the foundational role of oral language in learning to read and write. Evaluation of language delays, differences and disabilities are reviewed. Language intervention activities for both English Language Learners and students with disabilities are covered.

CMAT 5275 Education Passport 2 (0)

The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 Is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria. **Prerequisite**: CMAT 5225.

CMAT 5280 ELEM/SPED Teaching Reading and Writing in the Content Areas (3)

This course is designed for elementary and special education majors to examine the reading-writing connection and develop methods for teaching their students critical thinking skills and problem solving in the area of literacy. It is the second methods course in a series of three. Participants will study frameworks based on the Science of Reading and Structured Literacy for fostering reading comprehension including analytical and critical reading and content literacy. Students will explore research-based reading strategies, reading/writing workshop approaches, vocabulary instruction, and close reading strategies and will learn to apply content area reading strategies.

CMAT 5290 ELEM/SPED Differentiated Reading Assessment and Intervention (3)

This course is designed for elementary, early childhood and special education initial teacher certification candidates. Candidates will learn about the best practices in developmental reading for struggling readers and learners with reading disabilities. The purpose of this course is threefold: (1) to increase knowledge and understanding of the process of reading, (2) to increase competency in the diagnosis of specific areas of weakness that can interfere with the reading process, and (3) to develop intervention strategies for struggling readers and learners with reading disabilities. Webster students will use formal and informal reading assessments to evaluate reading abilities and implement research-based intervention strategies.

CMAT 5350 Arts and Humanities Methods (3)

This course engages skills and strategies for teaching the Arts, Humanities and Social Studies to students. The scope of the course is Middle School and Secondary School Language Arts, Social Studies and Humanities as well as K-12 Art and World Language. It emphasizes materials, techniques and resources for teaching distinct curricular methods as well as integrative methods. Students in this course develop abilities to utilize integrative methods such as verbal, visual, musical and kinesthetic activities in the visual, performing, language arts and social studies classrooms. **Prerequisite**: Eligible for admission to Teacher Certification.

CMAT 5360 STEM Methods (3)

This course affords students the opportunity to focus on best practices in the middle school and secondary science and mathematics classroom. Instructional methods to enrich learning will be examined with readings from authors that are experts in their field covering topics such as growth mindset, number talks, Argument Driven Inquiry (ADI), varied engagement and discussion protocols and backwards design in lesson planning. These topics will also be explored while examining how to best engage learners in rigorous, relevant and engaging lessons that are applicable to real world situations. Students will engage in a variety of activities that will yield a deeper command and understanding of the CCSS Math Standards and Next Generation Science Standards leading to creation of a unit plan. **Prerequisite**: Eligible for admission to Teacher Certification.

CMAT 5380 Teaching Reading and Writing in the Content Areas (3)

This course will present a broad spectrum of reading and writing strategies necessary for understanding text. Participants study the different kinds of reading and writing required for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments and dealing with non-proficient readers and writers. A content area unit is part of the course evaluation and includes vocabulary as well as pre-reading, during reading, post reading and writing strategies, in addition to formative and summative assessments. This course is used for middle and secondary school initial teacher certification. Assessment and instructional strategies will be discussed and applied in class as well as in assignments.

CMAT 5390 Differentiated Reading Assessment and Intervention (3)

The focus of this class will be on planning interventions based on interpretation of formal and informal reading assessments for students in grades 6-12. An emphasis will be on current theory and best practices in literacy. Participants will design intervention strategies in response to assessment data. This course is used for middle and secondary school initial teacher certification.

CMAT 5505 Psychological Foundations of Education (3)

This course explores the interaction of developmental and educational psychology. Learning, cognition, motivation, personality, and emotions are examined in an effort to see the child as a whole person functioning in the school environment Theories of development and learning theory are interrelated and integrated with observations of children and adolescents and discussions of educational applications. Intracultural and intercultural variations in development are examined.

CMAT 5700 Middle School History and Philosophy (3)

Students examine the history of the middle school movement and its evolving philosophy. Implications for school design, organization and curricula are also studied.

COSC - Computer Science

Course Descriptions

COSC 5000 Distributed Systems (3)

Students will examine the fundamentals of computer information systems in a distributed environment, including network concepts, operating systems concepts, network operating systems, transaction management and time coordination. Emphasis will be placed on the elements necessary for distributed information systems.

COSC 5010 Software Engineering I (3)

In this course, students will learn the foundational principles of object-oriented analysis and design, focusing on key concepts such as classes, polymorphism, encapsulation, and inheritance. Emphasis will be placed on applying these principles to the development of medium to large-scale software systems, as well as distributed systems. Through hands-on projects, students will design and implement a logical software system, gaining practical experience in software development and engineering best practices. **Prerequisite**: Programming proficiency in C++.

COSC 5020 Software Engineering II (3)

In this course, students will build upon the principles of software engineering and object-oriented programming learned in previous courses (COSC 5010). They will apply these principles to the implementation of a comprehensive information system project using C++. Emphasis will be placed on advanced topics such as design patterns, software architecture, testing methodologies, and project management. Students will collaborate in teams to translate their object-oriented design concepts from prior coursework into a functional, maintainable, and scalable software solution. **Prerequisite**: COSC 5010.

COSC 5030 Agile Software Development (3)

Students will explore the important principles of software development: delivering value to the customer, focusing on individual developers and their skills, collaboration, an emphasis on producing working software, the critical contribution of technical excellence and a willingness to change course when demands shift. Several key software development methods are investigated and one methodology is actively examined using a course development project. **Prerequisite**: COSC 5020.

COSC 5040 Distributed Database Design (3)

Students will study the principles of homogeneous database technology and the principles of distributed database systems. The emphasis will be on the integration of heterogeneous database management systems into a coherent system. Students will develop a logical design for a distributed database.

COSC 5050 Distributed Database Applications (3)

Students will implement the distributed database developed in COSC 5040. Emphasis will be on good design techniques and proper documentation. Students will implement a database project in this course. **Prerequisite**: COSC 5040.

COSC 5060 Systems Concepts (3)

Students will study the mathematical basis of connected systems. Topics will include queues, graphs, matrices and finite state machines. **Prerequisite**: College algebra.

COSC 5070 Advanced Computer Algorithms (3)

This course focuses on designing efficient algorithms to solve various problems, the students will learn the mathematical proofs of correctness and analyze the time and space complexity. The topics will cover lower bounds for sorting, amortized analysis of advanced data structures, graph algorithms (such as shortest paths, network flow, and bipartite matching), and an introduction to NP-completeness.

COSC 5080 Advanced Operating Systems (3)

This course will explore advanced concepts in operating system design, covering topics such as interprocess communication, distributed processing, replication and consistency, fault tolerance, synchronization, and file system architecture. Understanding and mastering the distributed operating system.

COSC 5110 Network Architecture (3)

Students will study the fundamental concepts of computer networks. Topics will include network topologies, protocols and network operating systems. The OSI model will be used to evaluate and compare systems.

COSC 5120 Data Communication (3)

Students will study the internet working standards and common carrier services. Emphasis will be placed on the analysis and design of systems using current communication technologies.

COSC 5130 Computer Security and Reliability (3)

Students will study hardware and software reliability and security using currently available technology. Emphasis will be placed on security analysis of the system, physical threats to systems, virus protection, system recovery and encryption.

COSC 5140 Network Design and Management (3)

Students will study the design of a distributed system. The emphasis will be on systems with multiple topologies and protocols.

COSC 5150 Distributed Application Development (3)

Students will be introduced to the creation of Web-based applications. This course will also cover the components of Web design and incorporate various languages to enhance Web documents. **Prerequisite**: COSC 5050.

COSC 5160 Parallel and Distributed Computing (3)

Explore models of parallel computation with a focus on designing efficient software systems. Learn fundamental concepts for representing parallel computation structures and how to apply these in software design. Study representative parallel programming frameworks and develop software solutions using parallel algorithms and computation techniques. Gain hands-on experience in building scalable, high-performance applications that leverage modern parallel programming systems. **Prerequisite**: COSC 5070

COSC 5200 Issues in Distributed Systems (3)

Students will be introduced to the issues in emerging technologies in distributed systems. This course will cover advanced theories and technologies in building distributed systems, such as mobile applications and web services.

COSC 6000 Distributed Systems Project (3)

Students will design and implement a major system distributed information system that integrates the learning experiences gained in the previous courses. **Prerequisites**: COSC 5150 and completion of 30 credit hours of the required and elective COSC courses in this program.

COUN - Counseling

Course Descriptions

Note that counseling courses may include self-growth experiential activities. All courses require adherence to ACA Code of Ethics (2014) and include professionalism about and confidentiality of comments made in class sessions by peers. Certain state licensure laws do not allow for courses to be completed through directed studies or electronically (online).

Certain Counseling courses will be taught only in an online format at particular campuses. Please contact your campus for a list of courses that are only offered online or occasionally offered in an online format.

COUN 0200 Comprehensive Counseling Student Development (0)

This course is a critical component of student development throughout their counselor training. Registration in this course will grant students access to the Tevera cloud-based application for documenting required student learning outcome assessments and field placement documentation. No attendance is required for this course. There is an additional course fee required. This course is graded on a credit/no credit basis.

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

This course defines and examines the philosophic bases of counseling and the helping relationship, focusing on the foundational and theoretical concepts necessary for working with individuals, groups, children, and families in a multicultural context. Students also practice the development of basic counseling skills, professional identity, and related ethics. Students learn to define, generalize organize and critique the counseling process and profession including consultation theories, practice, and application in a multicultural society, as well as some crisis and disaster intervention. Self-growth experiential activities are associated with this course content.

COUN 5050 Human Growth and Development (3)

The student learns to identify, describe, and examine the nature and needs of individuals at all developmental levels and in multicultural contexts. Emphasis is placed on theories of individual and family development, life span transitions, human behavior (normal and abnormal), personality development, learning processes, wellness, related ethics, and addictions, as well as the effects of crisis, disaster, and other trauma-related events on persons of all ages. Self-growth experiential activities are associated with the content of this course.

COUN 5100 Social and Cultural Foundations of Counseling (3)

This course defines and examines the importance of understanding cultural and ethnic attributes and the impact these attributes have on relationships, professional issues and trends, and the counseling relationship. Attention is given to the influence on the counseling relationship of gender roles, ethnic groups, urban and rural societies, cultural mores, various family life patterns and personal constructs including but not limited to religion, sexual orientation, race, age, ability, gender, ethnicity, etc.; related counselor self-awareness; counselors' roles in eliminating biases and oppression; theories of multicultural development and identity formation; social advocacy for diverse populations; related ethics and ethical decision making models; and culturally supported wellness. Self-growth experiential activities are associated with this course content.

COUN 5110 Foundations of School Counseling (3)

This course will trace the development of school counseling; present contemporary roles and functions for both elementary and secondary school counselors; present emerging issues and diversity in the schools; and explore future possibilities for the profession. A large portion of this course will focus on the American School Counselor Association Model.

COUN 5140 Psychopharmacology (3)

This course provides an introduction to pharmacological agents that affect mental and emotional functions. Focus of the course will be on identification and comprehension of the effects and the actions of psychoactive drugs, including drugs used in the treatment of psychopathological disorders and drugs of abuse. Multicultural and ethical components are integrated.

COUN 5150 Psychopathology (3)

This course is designed to help students conceptualize mental disorders and abnormal behavior based in a culturally competent, biopsychosocial view of development. This course surveys diagnostic categories including clinical psychopathology, addictions and personality disorders; and introduces students to their hypothesized etiology. Implications for therapeutic models and indications/contra-indications for particular kinds of counseling will be discussed as they apply to a variety of mental disorders. Multicultural and ethical components are integrated.

COUN 5160 Issues in Counseling (1-3)

This course is designed to provide for the definition and examination of various aspects of the counseling profession, important trends in the field of professional counseling, and focused topic areas. Course may be repeated for credit if content differs. Approval of course topic, content and syllabus by the department chair prior to course registration is required.

COUN 5185 Ecological Counseling Seminar (3)

The Ecological Counseling Seminar is designed to prepare students to work with diverse client populations in underserved areas. Students will learn the theory and application of the ecological counseling model to help clients address pervasive problems in their multi-systemic environment. The course will consist of nine (9) separate but related modules, each devoted to an aspect of the multisystemic environment as well as social determinants of mental health among clients in high-

needs environments. Instructors will consist of multidisciplinary community experts who will be invited to prepare content for their area of expertise. It is expected that students will directly apply their learning to their clinical work with clients at their internship sites.

This class aims to expose students to content you might not typically encounter in the counseling curriculum. The goal is to challenge you further to think broadly about the issues that cause or contribute to mental health illness/challenges.

COUN 5190 Women's Issues in Mental Health (3)

This course examines various issues women face and deal with as a result of systemic, generational, socio-economic, political and cultural factors. Attention will focus on mental, emotional, spiritual, somatic, sexuality, gender identity, body image and racial/ethnic/ cultural elements women present as the overwhelming majority of mental health clientele. Multicultural competence is emphasized and addressed throughout this seminar. Self-growth experiential activities are associated with this course content. This seminar is web-enhanced and follows a non-traditional format of 4 week intensive learning and immersion experiences. Please, refer to the schedule on syllabus for details. Content Areas: women's issues, professional practice, multicultural competence and mental health.

COUN 5200 Theories of Counseling (3)

This course defines and examines the application of basic theories, principles and related techniques of professional counseling. A major focus will be on the application of the theories and methods used in counseling with consideration for multicultural and ethical contexts. A systems perspective, theories of addictions and optimal development and wellness for the life span are included.

COUN 5220 Assessment (3)

This course examines the various frameworks for assessing the functioning of individuals, couples, groups and families in an ethical framework and the use of assessment in diagnosis and treatment in a multicultural context. Attention will focus on the methods of data gathering; ethical administration and interpretation from a multicultural perspective; historical perspective of the field; related statistical concepts; and reliability and validity of various instruments. Ethnic, cultural and sex/gender factors are considered. Additional lab fees are associated with this course for the purchase of assessment tools. Self-growth experiential activities are associated with this course content.

COUN 5230 Psychodiagnostics (3)

This course focuses on the identification and comprehension of the major psychological disorders as detailed in the current Diagnostic and Statistical Manual of Mental Disorders (APA). The behavioral manifestations and dynamics of mental disorders will be explored from a biopsychosocial model, focusing on therapeutic assessment and case conceptualization. Students will also learn about common pharmacological and counseling treatment strategies for the disorders covered in class. Multicultural, ethical, crisis and emergency components are integrated.

COUN 5450 Trauma, Crisis, and Emergency Relief (3)

This course addresses the impact of crises, disasters and other trauma-causing events on people. In addition, students will explore the principles of crisis intervention; appropriate use of diagnosis during a related event, theories and models of individual, group and community resilience; operation of an emergency management system within clinical mental health agencies and self-care. The study of trauma and crisis intervention and the development of related skills can be a challenging experience. Students will be required to participate in self-awareness and self-growth activities.

COUN 5480 Advanced Trauma (3)

This course provides the student with a comprehensive exploration of trauma within historical and theoretical context, the nature of trauma, effects of trauma on individuals and systems, complex trauma, traumatic stress, and trauma responses. It addresses a broad spectrum of traumatic events, including interpersonal violence, hate crimes, school violence, community violence, genocide, ethnic violence, war and terrorism. Additionally, the course explores counselors' response to trauma, vicarious traumatization, disenfranchised grief, best practices, and general treatment issues. Clinical assessment and treatment issues as well as a variety of theoretical frameworks are presented. Multicultural competence is emphasized and addressed throughout this course. Self -growth experiential activities are associated with this course content. This seminar is web-enhanced and involves intensive learning and immersion experiences as well as extensive reading material. **Prerequisite**: COUN 5450 or Professional Counseling department approval

COUN 5540 Family Systems Theory (3)

This course defines and explores the contribution of general systems theory to the development of family therapy. The focus is on examining different family systems theories, multicultural influences and ethical components. Self-growth experiential activities are associated with this course content.

COUN 5545 Blended Family Counseling (3)

This course focuses on the application of systems theory and family theories to the issues involved in establishing high-nurturance blended families. Multicultural and ethical components are integrated. Self-growth experiential activities may be associated with the content of this course. *It is highly recommended that COUN 5540 is completed prior to taking this course.*

COUN 5570 Telemental Health Counseling (3)

This course is designed to familiarize graduate students in counseling with the theoretical foundations, ethical considerations, and practical skills necessary for effective delivery of mental health counseling services using telemental health platforms. Students will explore the opportunities and challenges of providing counseling through telecommunication technologies, including videoconferencing. Emphasis will be placed on the development of essential competencies to deliver ethical, culturally sensitive, and evidence-based counseling services in a virtual environment. **Prerequisite**: COUN 5020, COUN 5050, COUN 5100, COUN 5200, COUN 5230, COUN 5600, COUN 5610, COUN 5800

COUN 5580 Human Sexuality Theory and Sexual Counseling (3)

This course defines and examines the current models and theories of human sexuality across the lifespan. It includes the physiological, psychological, and sociocultural variables associated with sexual identity, behavior, wellness, and disorders. Students will also examine theory, skills, and self-awareness related to sexual relationship counseling including understanding issues of counseling individuals with a history of sexual abuse, sexual addiction, and/or sexual offenses.

COUN 5600 Techniques of Group Counseling (3)

This course examines and defines theoretical and experiential understandings of group theory and types of groups; group purposes, practices, development, methods, related ethics, and dynamics; and facilitative counseling skills in a multicultural society. This course involves student participation in a direct experience as a group member in a small group activity, approved

by the program, for a minimum of ten clock hours over the course of one academic term. Self-growth experiential activities are associated with this course content.

COUN 5610 Techniques of Counseling (3)

This course emphasizes the stages of the helping relationship. Students practice basic and advanced counseling skills. Students learn to help clients identify the problem that provides the focus for counseling and implement a treatment plan. They also learn the significance of openness to supervision and self-evaluation. Multicultural and ethical components are integrated. Students practice skills during in-class role play situations. Self-growth experiential activities are associated with this course content.

COUN 5630 Addictions and Substance Abuse Counseling (3)

This course examines theory, case conceptualization, diagnoses and treatment of addictions including substance abuse, chemical dependency and process addictions. This course will also address family dynamics that may maintain or worsen addiction. A portion of the course is devoted to evaluation of the services and programs available to individuals presenting with addictions, from the point of view of the affected individuals, their families and society. Multicultural and ethical components are integrated. Self-growth experiential activities may be associated with the content of this course.

COUN 5635 Techniques of Counseling Special Populations (3)

This course focuses on the examination and application of counseling theories when working with clients from special population groups (e.g., exceptional students, dropouts, minorities, women re-entering the labor force and older persons). Ethical implications are also discussed. Self-growth experiential activities may be associated with the content of this course. May be repeated for credit if content differs.

COUN 5640 Couples, Marriage and Family Counseling (3)

This course examines marriage, couples and family theories and therapies, stressing the identification and application of general systems theory. The focus is on the major constructs in marriage, couples and family therapies; identification of marriage, couples and family structures and communication patterns; as well as the formulation of related treatment plans and goals in a multicultural and ethical context. *It is highly recommended that COUN 5540 is completed prior to taking this course.*

COUN 5650 Conjoint Counseling (3)

This course examines the theory and application of differing styles of counseling couples and families, stressing therapeutic practice when counseling couples and or family members simultaneously. The primary focus is on theories, models, and interventions employed when counseling various combinations of persons in relationships (as differentiated from groups). Multicultural and ethical issues will be integrated. Students will explore the various forms of counseling couples, including persons in marriage, same sex unions, work relationships, friendships and extended family.

COUN 5670 Counseling of Children (3)

This course examines issues related to the counseling of children. Focus is on the application of counseling theories related to children, cultural competence in the treatment of children, techniques for interviewing children and their families, methods for designing and evaluating treatment plans and the application of counseling related ethical standards and legal requirements. Self-growth experiential activities are associated with the content of this course.

COUN 5685 Program Development for School Counselors (3)

This course focuses on theory, design, implementation and evaluation of comprehensive developmental school guidance and counseling programs from a multicultural perspective to include technological interventions and identification of student academic, career and personal/social competencies; leadership and management and advocacy and the ASCA model.

COUN 5700 Lifestyle and Career Development (3)

This course examines, evaluates and applies vocational choice theories, assessments and techniques; the relationship between career choice and lifestyle; sources of occupational and educational information, assessment and technology; approaches to decision-making models; interrelationships among and between work, family and life roles including multicultural issues; career planning, placement and evaluation and career development exploration techniques and assessments in an ethical context. Self-growth experiential activities may be associated with this course content. Additional lab fees are associated with this course for the purchase of assessment tools.

COUN 5800 Professional Orientation and Ethical Practice (3)

This course identifies and examines the history and philosophy of the counseling profession, goals and objectives of professional counseling organizations, the ACA *Code of Ethics*, professional credentialing and licensure, professional, legal and ethical considerations, role identity of types of professional counselors, application of ethical and legal considerations in counseling, self-care strategies and advocacy processes to address social and institutional barriers that impede access, equity and success for clients. Self-growth experiential activities may be associated with the content of this course.

COUN 5820 Consultation and Supervision (3)

This course examines consultation and supervision theories and practices as employed by counselors working and supervising in mental health facilities, educational institutions and other professional counseling settings. Identification and application of consultation with other professionals and parents in counseling settings (including multicultural issues) are reviewed. Related ethical practice is integrated.

COUN 5840 School Counseling Methods and Skills (3)

This course examines counseling practices and theory in relation to children and adolescents in the school setting and the role and function of the counselor as a partner in the learning process. Focus is on the developmental needs and age-related issues; guidance counseling in classroom and multicultural settings; collaboration with school team members and families and related ethics. Special problems of physical and sexual abuse, substance abuse, suicide, grief and career and college preparation are also examined. **Prerequisite:** COUN 5110.

COUN 5850 Research and Program Evaluation (3)

This course examines areas including statistics, research design and development of research and demonstration proposals related to the field of professional counseling in a multicultural society through the use of professional counseling literature. Related ethical codes and practices in research are examined. Additional goals of the course include understanding the importance of research in advancing the counseling profession; program development and demonstration proposals; development and evaluation of program objectives; principles, models and applications of needs assessment; and culturally and ethically relevant strategies for interpreting the results. Self-growth

experiential activities may be associated with the content of this course.

COUN 5860 MA Counseling Thesis (3)

The master's thesis consists of an individual research project designed by the student and carried out under the direction of a faculty supervisor in the field of counseling or psychology. The thesis project allows students to actively contribute to research in the field of counseling or psychology and to gain important research experience that prepares them to follow a doctoral program. All thesis topics must be approved by the faculty supervisor and the department chair. Students are expected to select a topic in collaboration with their faculty supervisor, develop research questions and/or hypotheses for the study, collect and analyze data and report the results of their research in APA format. Following completion of the qualitative or quantitative thesis, students are encouraged to submit their work for possible publication. In addition to the individual feedback and support they receive from their faculty supervisor, students working on a thesis are encouraged to participate in the research meetings hosted by the department for further presentation and critique of their work. The written thesis must follow current thesis guidelines and include appropriate graduate thesis forms. **Prerequisites**: Advanced program standing, COUN 5850 and faculty supervisor approval.

COUN 6000 Counseling Learning Practicum (3)

This Practicum course applies only to the community counseling emphasis. In this course, students are required to complete an 18 week practicum in conjunction with the counseling curriculum. Practicum is considered a beginning clinical counseling experience and should provide beginning counseling activities. This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. It is recommended that students reduce to part time employment during this course. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they can register to take Internship. Students will be required to meet weekly for a minimum of 60 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. Weekly skill evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content.

Each student is required to plan for practicum with the counseling program coordinator or faculty advisor before completion of 15 credit hours in the program. Students should seek advisement early in the program regarding their program plan. Enrollment in this course requires permission of the faculty supervisor or counseling program coordinator. At some campuses, students must submit an application to begin Practicum and seek approval from the faculty supervisor or counseling program coordinator prior to enrolling in the course. The Clinical Handbook must be reviewed and completed by each student and site supervisor, with appropriate appendices submitted to the counseling program coordinator or faculty supervisor before a student can register for Practicum. Students are required to abide by the ACA Code of Ethics (2014) in their Practicum experience. The site supervisor must be a licensed mental health professional with a minimum of two years of experience supervising counselors in training. Students must purchase professional liability insurance and recording equipment in this course. Students are required to provide evidence of professional liability insurance **prior** to seeing clients.

Prerequisites: Completion of core counseling courses including COUN 5020, COUN 5050, COUN 5100, COUN 5200, COUN 5600, and COUN 5800. COUN 5540 is a prerequisite for field experiences that require a majority of family counseling, and COUN 5630 is a prerequisite for field experiences that require a majority of substance abuse counseling.

This course may be repeated for credit. Students are encouraged to withdraw from Practicum 6000 before week six of the term if their field experience sites cannot provide the required clinical hours. For Practicum students taking leave due to military or exceptional medical situations, see the counseling program coordinator and/or the Practicum faculty supervisor for grade completion options.

COUN 6100 Counseling Learning Practicum I (1.5)

Practicum is considered a beginning clinical counseling experience and should provide beginning counseling activities. This course is time-consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they are approved to take Internship. Students will split these hours up over COUN 6100 and COUN 6200 (typically half in each). Students will be required to meet weekly for a minimum of 60 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. The site supervisor must be a licensed mental health professional with a minimum of two years of post-licensure experience and state-approved training in supervising counselor trainees (CT). Weekly skill evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content. Students are required to maintain copies of all syllabi and documentation regarding their field experience activities and save them as hard copies for licensure purposes. Tevera management and assessment system is required for this course. Tevera will assist students in building their virtual portfolio; however, safeguarding one's professional portfolio relies on students' diligence. These two classes must be taken sequentially, with students completing COUN 6100 before they advance to COUN 6200.

Each student is required to plan for Practicum with the counseling program coordinator or faculty advisor before completion of 15 credit hours in the program. Students should seek advisement early in the program regarding their program plan. Enrollment in this course requires permission of the faculty supervisor or counseling program coordinator. Students must submit an application to begin Practicum and seek approval from the faculty supervisor or counseling program coordinator prior to enrolling in the course. All required Pre-Practicum documentation must be completed, signed, and submitted prior to registration in this course (see Tevera and the Clinical Handbook). Students must obtain their own recording equipment which is compliant with HIPAA regulations.

Students wishing to complete their Practicum or Internship in an elementary and/or secondary school setting must obtain special permission from the Director of the Clinical Program. They will be required to verify that their field experience in a school setting will entail providing clinical mental health counseling services and not school counseling activities. Students may NOT do in-home counseling.

Students whose sites require any virtual service delivery must complete telemental health training and submit both their own and their site supervisor's training certificate verification prior to engaging in virtual counseling services. Students must complete all required documentation on Tevera to receive approval prior to engaging in virtual counseling services.

The Clinical Handbook must be reviewed and completed by each student and site supervisor, with appropriate appendices submitted to the faculty supervisor or counseling program coordinator in Tevera before a student can obtain approval to

register for Practicum. Students are required to abide by the ACA Code of Ethics (2014) in their Practicum experience.

Students are required to obtain professional liability insurance (PLI) through ACA student membership prior to the start of practicum and cannot see clients before submitting their certificate of PLI (extra fees involved).

This course may be repeated for credit. No grades of Incomplete are permitted; hence, students should be prepared to complete all required assignments and clinical hours in Practicum. For Practicum students taking leave due to military or exceptional medical situations, see the practicum faculty supervisor and/or clinical coordinator/designee for grade completion options.

Content Areas: professional practice, professional identity, helping relationships, professional orientation and ethical practice, diagnosis, assessment, social and cultural diversity.

Prerequisites: COUN 5020, COUN 5050, COUN 5100, COUN 5200, COUN 5230, COUN 5600, COUN 5610, and COUN 5800. COUN 5540 is a prerequisite for field experiences that require a majority of family counseling, and COUN 5630 is a prerequisite for field experiences that require a majority of addictions and substance abuse counseling.

COUN 6200 Counseling Learning Practicum II (1.5)

Practicum is considered a beginning clinical counseling experience and should provide beginning counseling activities. This course is time-consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Practicum students are required to complete a total of 100 clinical hours, 40 of which are direct, before they are approved to take Internship. Students will split these hours up over COUN 6100 and COUN 6200 (typically half in each). Students will be required to meet weekly for a minimum of 60 consecutive minutes with their site supervisor in individual or triadic supervision and a minimum of 90 minutes (or more) of group supervision with the Practicum class. The site supervisor must be a licensed mental health professional with a minimum of two years of post-licensure experience and state-approved training in supervising counselor trainees (CT). Weekly skill evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content. Students are required to maintain copies of all syllabi and documentation regarding their field experience activities and save them as hard copies for licensure purposes. Tevera management and assessment system is required for this course. Tevera will assist students in building their virtual portfolio; however, safeguarding one's professional portfolio relies on students' diligence. These two classes must be taken sequentially, with students completing COUN 6100 before they advance to COUN 6200.

Each student is required to plan for Practicum with the counseling program coordinator or faculty advisor before completion of 15 credit hours in the program. Students should seek advisement early in the program regarding their program plan. Enrollment in this course requires permission of the faculty supervisor or counseling program coordinator. Students must submit an application to begin Practicum and seek approval from the faculty supervisor or counseling program coordinator prior to enrolling in the course. All required Pre-Practicum documentation must be completed, signed, and submitted prior to registration in this course (see Tevera and the Clinical Handbook). Students must obtain their own recording equipment which is compliant with HIPAA regulations.

Students wishing to complete their Practicum or Internship in an elementary and/or secondary school setting must obtain special permission from the Director of the Clinical Program. They will be required to verify that their field experience in a school setting will entail providing clinical mental health counseling services and not school counseling activities. Students may NOT do in-home counseling.

Students whose sites require any virtual service delivery must complete telemental health training and submit both their own and their site supervisor's training certificate verification prior to engaging in virtual counseling services. Students must complete all required documentation on Tevera to receive approval prior to engaging in virtual counseling services.

The Clinical Handbook must be reviewed and completed by each student and site supervisor, with appropriate appendices submitted to the faculty supervisor or counseling program coordinator in Tevera before a student can obtain approval to register for Practicum. Students are required to abide by the ACA Code of Ethics (2014) in their Practicum experience.

Students are required to obtain professional liability insurance (PLI) through ACA student membership prior to the start of practicum and cannot see clients before submitting their certificate of PLI (extra fees involved).

This course may be repeated for credit. No grades of Incomplete are permitted; hence, students should be prepared to complete all required assignments and clinical hours in Practicum. For Practicum students taking leave due to military or exceptional medical situations, see the practicum faculty supervisor and/or clinical coordinator/designee for grade completion options.

Content Areas: professional practice, professional identity, helping relationships, professional orientation and ethical practice, diagnosis, assessment, social and cultural diversity.

Prerequisites: COUN 6100 and its prerequisites.

COUN 6500 Internship (1.5 credit hours per term, for a total of 6 total credit hours)

Internship is an intensive counseling experience which provides students with the opportunity to perform a variety of counseling activities expected of a professional mental health counselor (e.g. intake, application of diagnostic and therapeutic skills, documentation, information and referral techniques, staff meetings, and weekly supervision). Interns are required to gain a variety of counseling experiences including individual counseling and complete a minimum of ten hours of group facilitation as part of the total Internship experience. Sites are required to provide a comprehensive counseling experience. Sites that only provide one type of counseling experience (such as group facilitation or intake activities) will not be approved.

This course is time-consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Students will be required to meet weekly for a minimum of 60 consecutive minutes of uninterrupted time with their site supervisor; and a minimum of 90 minutes (or more) of weekly group supervision with the Internship class. The site supervisor is required to be a licensed mental health professional with a minimum of two years of post-licensure experience and state-approved training in supervising counselor trainees (CT). Weekly skill evaluations and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content. Students are required to complete Internship in conjunction with their Counseling curriculum. Acceptance into a section of Internship (COUN 6500) depends on the approval of the licensed faculty supervisor of the course. Hence, enrollment in this course requires permission of the faculty supervisor.

Students are required to make copies of all syllabi and documentation regarding their field experience activities and save them as hard copies for licensure purposes. Tevera management and assessment system is required for this course. Tevera

will assist students in building their virtual portfolio; however, safeguarding one's professional portfolio relies on personal diligence.

If students change sites between practicum and internship, they have to go through the same pre-practicum process and resubmit all the required documents in Tevera prior to the start of class (please, see Clinical Handbook for details). Students are required to abide by the ACA Code of Ethics (2014) in their Internship experience and throughout their time in the counseling program. Students are required to obtain professional liability insurance (PLI) through ACA (student membership is required) and cannot see clients without a PLI. Students must obtain a HIPAA compliant recording device in this course.

Students wishing to complete their Internship in an elementary and/or secondary school setting must obtain special permission from the Director of the Clinical Program. They will be required to verify that their field experience in a school setting will entail providing clinical mental health counseling services and not school counseling activities. Students may NOT do in-home counseling. Students whose sites require any virtual service delivery must complete telemental health training and submit both their own and their site supervisor's training certificate verification prior to engaging in virtual counseling services. Students must complete all required documentation on Tevera to receive approval prior to engaging in virtual counseling services

This course may be repeated for credit. No grades of Incomplete are permitted; hence, students should be prepared to complete all required assignments and clinical hours in Internship. For Internship students taking leave due to military or exceptional medical situations, see the internship faculty supervisor and/or clinical coordinator/designee for grade completion options.

Content Areas: professional practice, professional identity, helping relationships, professional orientation and ethical practice, diagnosis, assessment, social and cultural diversity.

Prerequisites: COUN 6000 or COUN 6100/COUN 6200 and their prerequisites. The Practicum faculty supervisor or counseling program coordinator must approve the student's initial registration for COUN 6500.

CRIM - Criminal Justice

Course Descriptions

CRIM 5000 Ethics and Decision Making in Criminal Justice (3)

This course examines the scholarship on ethics and decision making in the criminal justice system, including lawmaking, lawbreaking, and law enforcement and the ethical dilemmas at each decision point in the system.

CRIM 5050 Organization and Administration of Criminal Justice (3)

This course examines the organization and administration of contemporary criminal justice systems, applying organizational theories to the analysis of criminal justice organizations in law enforcement, the court system, and corrections.

CRIM 5060 Policing and Law Enforcement (3)

This course reviews the history, theory, practice, legal environment, and ethics of police organization and subculture, including discretion, occupational socialization, police community relations, and occupational deviance.

CRIM 5070 Institutional and Community Corrections (3)

This course reviews the history, theory, practice, and legal environment of incarceration, diversions, community-based corrections, and the treatment of offenders.

CRIM 5100 Theories of Crime and Justice (3)

This course surveys major theoretical traditions analyzing the nature and causes of crime, crime typologies, offenders, and victims in the U.S. and globally. **Prerequisite**: CRIM 5000.

CRIM 5300 White Collar Crime (3)

This course distinguishes white collar crime from other kinds of crime and analyzes the investigation, adjudication, and regulation of white collar crime and fraud.

CRIM 5350 Computer Crime and Fraud (3)

This course examines the technical, social and legal aspects of criminal activity relying on computers or computer networks as a tool, target, or location of criminal activity, including computer crime, electronic crime, information crime, and virtual crime.

CRIM 5500 Topics in Criminal Justice (1-3)

This course provides an in-depth study of a specific area or issue in criminal justice. Topics vary each semester. May be repeated for credit if content differs.

CRIM 6000 Capstone (3)

The capstone course provides an opportunity for students to demonstrate their mastery over the program-level learning outcomes in the criminal justice program by allowing students to develop a final research project in criminal justice or to conduct an evaluation of the process and impact of some aspect of the criminal justice system, such as a policy or program.

CSAI - Artificial Intelligence

Course Descriptions

CSAI 5210 Artificial Intelligence with Python (3)

A background on Artificial Intelligence will be provided and the potential benefits of the technology in multiple areas will be described. Python will be introduced and ways in which it can be used to resolve AI-related questions will be discussed. Topics will include intelligent search, first and second order logic, probabilistic reasoning, planning, knowledge representation and decision making. **Prerequisite**: CSDA 5210.

CSAI 5220 Machine Learning (3)

A background and the benefits of Machine Learning will be provided, including common algorithms used in a variety of subject areas. Topics covered in this course include Supervised Learning, Unsupervised Learning, Linear Regression, Clustering, Bayesian Learning, Decision Trees, Evolutionary Computation and Neural Networks. **Prerequisites**: CSAI 5210 and CSDA 5320.

CSAI 5320 Deep Learning - Image, Video and Audio (3)

Deep Learning will be introduced and its role in Artificial Intelligence will be outlined. Topics covered include Autoencoders, Convolutional Neural Networks, Long Short Term Neural Networks, Generative Adversarial Networks and Transfer Learning. **Prerequisite**: CSAI 5220.

CSBU - Computer Science Business Analytics

Course Descriptions

CSBU 5300 Database Systems for Business Analytics (3)

This course will provide a foundation for understanding organization database technology by examining the way databases are used, designed and managed. The course will introduce fundamental concepts related to operational and data warehouse databases. The course will also cover the principles of extracting required data using QBE technique. Students use industry-standard software Oracle® to improve their database query proficiency. **Prerequisite**: Basic knowledge of computer and information technology.

CSBU 5320 Data Analytics Foundations for Business Analytics (3)

This course provides a foundational introduction to business analytics, emphasizing the use of data, descriptive, predictive, and decision support models to inform business decisions. Students explore how organizational data is developed, prepared, and analyzed to support fact based management and business insight. The course illustrates the application of core data analytics techniques to real world business decision making scenarios, including descriptive analysis, visualization, correlation and regression analysis, time series forecasting, and decision making under uncertainty. Students gain hands-on experience using industry standard tools including Microsoft Excel®, Solver for Decision Analysis, Power Query, Power Pivot, and DAX to clean and transform data, build analytical models, create professional data visualizations, and support data-driven recommendations. **Prerequisite**: BUSN 5760.

CSBU 5340 ERP Systems and Business Transformation (3)

This course provides an in-depth exploration of Enterprise Resource Planning (ERP) systems and their critical role in driving organizational success and transformation. Students will examine the evolution of ERP systems, key components, and best practices for implementation to enhance business efficiency and agility. Emphasis is placed on the strategic impact of ERP systems as platforms for optimizing business operations, enabling data-driven decision-making, and fostering innovation in a competitive landscape. The course includes hands-on practical application of ERP tasks, allowing students to gain real-world experience using an ERP platform to simulate and manage core business processes.

CSBU 5420 Machine Learning for Business Analytics (3)

Business analytics is the process of transforming data into insights to improve business decisions. Data management, data visualization, machine learning modeling and simulation, and optimization are some of the tools used to create insights from data. Business analytics focus on statistical, quantitative, and machine learning, developing data visualizations to present their findings and shape business decisions is the end result. For this reason, balancing business analytics knowledge with business operation and communication skills is imperative. **Prerequisite**:CSIS 5320.

CSBU 6300 Descriptive Analytics and ERP Integration Practicum (3)

This practicum course provides a hands-on exploration of Descriptive Analytics and its integration with Enterprise Resource Planning (ERP) systems to support data-driven decision-making in modern enterprises. Students will apply Business Intelligence (BI) concepts, including big data principles, online analytical processing (OLAP), including machine learning and data mining, multidimensional modeling, data warehousing, and extract, transform, and load (ETL) processes, while working with BI tools like Power BI and ERP platforms such as SAP S/4 HANA. Through case studies, interactive exercises, and system-based projects, students will analyze complex business transactional data, uncover insights, and develop data-driven strategies to optimize enterprise operations. As a culminating experience in the MS in Business Analytics program, this practicum bridges technical expertise and strategic decision-making, preparing students to solve real-world organizational challenges through analytics and ERP integration. **Prerequisite**: BUSN 5760, CSDA 5310, CSBU 5340, CSBU 5420, and BUSN 6160. This course is to be taken in the final semester.

CSBU 6500 Business Analytics Internship (0-3)

Students undertake, with the supervision of a qualified professional, an approved internship in a business analytics-related setting. The work experience involves professional business analytics duties. The academic aspects involves written assignments by the faculty advisor. The outline of duties and evaluative methods are established by the student and the internship professional mentor and approved by the faculty advisor prior to initiation of the programs. This course is not a required course and cannot be applied to the 36 required credit hours for the program.

Note: This course may be taken as a zero-credit course option as long as it meets the program requirements for approval. The zero-credit course option is not a paid course.

CSDA - Computer Science Data Analytics

Course Descriptions

CSDA 5110 Analytics Programming with R (3)

This course teaches students how to program in R and how to use R for effective data analysis. Students will learn how to install and configure software necessary for a statistical programming environment. The course covers practical issues in statistical computing which includes programming in R, reading data in R, accessing R packages, writing R functions, debugging, organizing and commenting R code. Topics in statistical data analysis and optimization will provide working examples.

CSDA 5130 Social and Ethical Issues in Analytics (3)

There is a subtle balance between improvements in business operations by using big data analytics and increased risk if (inadvertently) overstepping certain legal or social boundaries. This course addresses the pros and cons of using data analytics in business and social, ethical and security issues associated with it. Several real world cases will be discussed and analyzed in the course.

CSDA 5210 Databases and Data Warehouses (3)

This course will provide a foundation for understanding organization databases technology by examining the way databases are designed, used and managed. The course will

introduce fundamental concepts related to operational and data warehouse databases. The course will also cover the principles of building data warehouse and data mart cubes as well as extracting required data with SQL and MDX techniques. Students use various query designer software to improve their database query proficiency.

CSDA 5240 Database Programming (3)

Students in this course will learn programming in SQL that enables users to perform various types of data manipulation to satisfy business requirements. Students will also learn how to use procedural SQL to accomplish actions to implement business applications. **Prerequisite**: CSDA 5210.

CSDA 5310 Data Visualization (3)

This course studies techniques and methods for creating effective reports and dashboards based on principles from graphic design, visual art, perceptual psychology and cognitive science. Students will be introduced to the basic as well as advanced visualization tools. The course is targeted toward building better visualization tools for analytics.

CSDA 5320 Analytics Applications using Python (3)

This course emphasizes principles of analytical application development, style and testing with Python. In this course, students will learn how to configure an integrated environment for data analytics applications using Python. Students will utilize libraries for data preparation, analysis, modeling, machine learning and data visualization. **Prerequisite**: BUSN 5760 and CSDA 5110.

CSDA 5330 Machine Learning for Predictive Analytics (3)

This course studies algorithms and computational paradigms that allow computers to find patterns and regularities in data. Students will study what is currently regarded as the key elements of a more general process called "knowledge discovery" that deals with extracting useful knowledge from raw data. The course will cover supervise and unsupervised machine learning models such as association, classifying, and regression models and will illustrate the whole process by industry based applications. **Prerequisites**: CSDA 5110 and BUSN 5760.

CSDA 5410 Time Series Analytics (3)

This course gives students a better understanding of the concepts and the technologies in time series analysis. The course equips students with various forecasting techniques and knowledge on modern statistical methods for analyzing time series data. This course covers three areas in time series analytics: I. Univariate methods; II. Regression methods; III. ARIMA models. **Prerequisites**: CSDA 5320 and CSDA 5330.

CSDA 5430 Predictive Analytics (3)

This course introduces students to predictive modeling methods, approaches and tools. Students acquire skills in predictive analytics that allow them to develop and use advanced predictive analytics methods. They gain expertise in the use of popular tools and software for predictive analytics and learn how to develop predictive analytics questions, identify and select the most appropriate predictive analytics methods and tools, apply these methods to answer the respective questions, and prepare data-driven solutions. **Prerequisites**: CSDA 5320 and CSDA 5330.

CSDA 6010 Analytics Practicum (3)

This practicum puts into practice all the analytics concepts covered in the MS in data analytics program. Students use descriptive, predictive and prescriptive analytics and models, tools and methods to develop multidisciplinary business insights from data. They utilize skills that enable them to present solutions to problems and provide answers to business questions in various business disciplines through hands-on exercises and a term project. Should be taken in the student's last semester. **Prerequisites**: CSDA 5410 and CSDA 5430.

CSDA 6500 Data Analytics Internship

Students undertake, with the supervision of a qualified professional, an approved internship in a data analytics-related setting. The work experience involves professional data analytics duties. The academic aspects involves written assignments by the faculty advisor. The outline of duties and evaluative methods are established by the student and the internship professional mentor and approved by the faculty advisor prior to initiation of the programs. This course is not a required course and cannot be applied to the 36 required credit hours for the program.

CSIS - Computer Information Systems

Course Descriptions

CSIS 5310 Introduction to Decision Support Systems (3)

This course will teach fundamental concepts of information as well as decision support systems. The course will study information systems terminologies, decision-making process, data management, access and visualizations, constructing a Decision Support System. The course will briefly discuss Executive Information Systems and networks role in a Decision Support System. **Prerequisites**: There are no formal prerequisites to CSIS 5310. However, it is assumed the student has adequate writing, mathematical, and analytical skills. Also, as for all internet courses, the student must be disciplined and self-motivated.

CSIS 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 it is designed, managed, and used. The course will explore the fundamental concepts related to data warehouses. Some topics of interest that are covered in this course are the business justification of a data warehouse, management of a data warehouse project, the design, construction and operation of a data warehouse, issues of data quality and performance, and using the data warehouse. **Prerequisites**: Basic knowledge of computer and information technology and completion of CSIS 5300.

CSIS 5410 Introduction to Data Mining (3)

Many businesses are discovering that stored within their corporate data repositories are the elements to understanding and controlling the components of their business processes. Data warehousing, mining and visualization are tools that can provide access to these elements.

This course will provide a foundation to understand data warehouse technology, data mining methods and data visualization techniques by examining how these three technologies interact and depend on one another. The course will review the fundamental concepts related to data warehouses. It will also introduce data mining techniques and have the student experiment with data mining applications. Finally, the course will

explain how data visualization can allow managers to quickly access large data repositories and make clear decisions based on integrated information structures. **Prerequisites**: Basic knowledge of computer and information technology and completion of CSIS 5400.

CSIS 5600 Decision Support Systems (3)

This course will require the student to demonstrate their ability to create Enterprise Resource Planning (ERP) and decision support solutions for specific business requirements in an evolving scenario. Each week the student will develop a project proposal utilizing the skills learned in this certificate program that meets a specified business need or initiative. **Prerequisites**: Basic knowledge of computer and information technology and completion of CSBU 5420.

CSIS 9950 Travel Course-Issues in Information Systems (3)

Current and significant issues in computer science are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

CSSS - Cybersecurity

Course Descriptions

CSSS 5000 Introduction to Cybersecurity (3)

This requisite course is designed to provide the student an overview of the major core areas of study they will encounter throughout this program. Introduction of computer system architectures, vulnerabilities, critical infrastructures, the growing threat of social networks, intelligence and counter intelligence, international laws, security policies, privacy and information liability, cyber attacks and counter cyber attacks, encryption, risk assessment, cybersecurity forensics including data gathering and recovery, and a forward look at future cyber technology developments.

CSSS 5100 Secure Software Design and Threat Analysis (3)

Students will be introduced to the concept and process of Threat Modeling as a key enabler for architecting effective and appropriate security for software and information assets. Topics include an in-depth review of the various types of threats against software. Students will learn the basics of building secure software that prevents security vulnerabilities exploited by hackers. Topics covered include buffer overflows, un-validated input, race conditions, access-control problems, authentication or authorization weaknesses, hashing, and other security practices. Students will also learn best practices to avoid most security vulnerabilities. This course also investigates the security traits of many of the top programming languages such as C, C++, C#, Java, Python, PHP, and Ruby.

CSSS 5120 Cybersecurity Infrastructures (3)

The impact of September 11, 2001 cemented our attention on physical attacks on United States critical infrastructures. Although still a concern, a growing cybersecurity threat requires additional focus on potential virtual attacks on these same critical infrastructures. Both physical and virtual in capacitance of a critical infrastructure such as the Power Grid, communications and financial transactions can have as great, or greater, impact on our society, Cyber attacks have and can cripple an industry and the services they provide to millions of users. The critical infrastructures identified by the Department of Homeland Security (DHS) are examined from a cybersecurity perspective. **Prerequisite**: CSSS 5000 or CSSS 5100* (*If in the Artificial Intelligence or Data Analytics emphasis).

CSSS 5130 Cybersecurity Intelligence/Counter-Intelligence (3)

Students examine methods, ethics, policies and procedures for accessing and gathering information for positive or negative use, and applying counterintelligence to evade, trick or trap individuals, agencies, or national entities who wish to steal, damage or deny access to valid users of critical information and its sources. Active measures, passive counter measures and intelligence gathering processes as well as determining the validity and success of gathering information will be included. **Prerequisite**: CSSS 5000.

CSSS 5140 Cybersecurity Strategic Operations (3)

Specific methods, ethics, laws, policies and procedures for conducting strategic operations and countermeasures are the focus of this course. Students will learn how to identify critical infrastructures, communication channels, and information protection schemes and how to detect threats, assess vulnerabilities, penetrate and exploit cyber targets, understand how to monitor, spoof, redirect and deny access, as well as protect critical assets. **Prerequisite**: CSSS 5000.

CSSS 5150 Cybersecurity Risk Management (3)

This course addresses the broad topic of risk management and how risk, threats, and vulnerabilities impact information systems. Areas of instruction include how to assess and manage risk based on defining an acceptable level of risk for information systems. Multiple frameworks will be explored and discussed during class. Elements of a business impact analysis (BIA), business continuity plan (BCP), disaster recovery plan (DRP), and computer incident response team (CIRT) plan will also be discussed. **Prerequisite**: CSSS 5000.

CSSS 5160 Encryption Methods and Techniques (3)

The history and application of ciphers, codes and encryption/decryption methods and techniques are examined. Public and private keys, protocols, number generators, digital signatures, and other facets of encryption will be included. Additionally, an investigation of the role ethics and information privacy have on the science when security is applied to public systems and email content as well as higher levels of security for corporations proprietary and government classified information. **Prerequisite**: CSSS 5000 or CSSS 5100* (*If in the Artificial Intelligence or Data Analytics emphasis).

CSSS 5180 Social Engineering (3)

Examines social engineering — the science of influencing a target to perform a desired task or divulge information. The course provides the student with current information defining the many methods of deception hackers use in order to gather information with the intent of executing identity theft, fraud, or gaining computer system access; discusses actives toward preventing social engineering threats ranging from elicitation, pretexting, influence and manipulation. The elements of social engineering are presented, discussed and explained by using real-world examples and the science behind them to unravel the mystery in social engineering.

To complement the social engineering threat, the course analyzes the ethical and social implications of computer technology. The course explores technological, social and philosophical issues to include the ramifications of automation, the ethical obligations of computer specialists and the threats to privacy that come with increased computerization. Combining the criminal-centric role of social engineering with the ethical, legal and moral impacts of technology upon individuals results in a course that provides

the student a comprehensive overview of the challenges, threats and issues of everyday life in the digital age. **Prerequisite**: CSSS 5000 or CSSS 5100* (*If in the Artificial Intelligence or Data Analytics emphasis).

CSSS 5210 Cybersecurity Law and Policy (3)

The laws and policies dealing with cyber-crime, cyber warfare, privacy and international perspectives as well as an in depth look at the National Security Act, the United States Cybersecurity Electronic Security Act, the Cyber Security Enhancement Act, the Protecting Cybersecurity as a National Asset Act, the Communications Assistance for Law Enforcement Act (CALEA), cyber-crime laws, international cyber-crime laws and other current laws and policies will be reviewed and discussed. **Prerequisite**: CSSS 5000.

CSSS 5220 Cybersecurity Threat Detection (3)

Students will examine various methods used to threaten our Cyber systems such as: viruses; spoofing; denial of service; fraud; theft; phishing; spy bots; spam; Trojan horses; email and active malware attachments; viral applications; hardware (computers and portable storage devices) with built in viruses or trap-doors; fake websites; as well as eaves dropping via wireless networks; criminal access to national, corporate or personal data; and the growing loss of privacy over social networks. **Prerequisite**: CSSS 5000 or CSSS 5100* (*If in the Artificial Intelligence or Data Analytics emphasis).

CSSS 5225 Auditing Compliance in Cybersecurity (3)

Auditing Compliance in Cybersecurity provides a comprehensive examination of the principles, methods, and regulatory requirements involved in auditing organizational IT infrastructures to ensure compliance with legal, regulatory, and cybersecurity standards. The course explores how organizations evaluate and maintain secure IT environments while protecting sensitive business and consumer data. The course introduces students to the legal and regulatory frameworks governing IT systems in both public and private sectors and explains how to design, plan, conduct, and report IT compliance audits. It emphasizes risk management, security controls, and governance practices used to assess the effectiveness of information systems and infrastructure security programs. Students develop practical auditing skills through hands-on exercises, case studies, and real-world examples that simulate IT infrastructure environments and compliance assessment activities. The course prepares learners to evaluate organizational controls, identify vulnerabilities, and produce professional audit reports aligned with industry standards and regulatory requirements. **Prerequisite**: CSSS 5000.

CSSS 5230 Cybersecurity Forensics (3)

This course covers methods and procedures for identification and recovery of damaged or erased digital data, tracing information access (web history, cookies, cache memory and internet source identification), determination of system vulnerabilities (e.g., TEMPEST), communication ports and computer system architectures and encryption methods, as well as incident monitoring and response. **Prerequisite**: CSSS 5000 or CSSS 5100* (*If in the Artificial Intelligence or Data Analytics emphasis).

CSSS 5250 Use and Protection of Space Assets (3)

A unique course, it focuses on all three segments (space, ground and user) of fixed and mobile communication and Global Positioning System (GPS) assets and their attributes. Secure and non-secure systems are examined to show the breadth of capabilities along with the pros and cons. Uplink and downlink signal characteristics, signal bouncing and relaying capabilities. Frequency hopping, spread-spectrum, interception and overpowering of signals through use of steerable beams, application of laser and fiber-optics, and encryption techniques are covered. **Prerequisite**: CSSS 5000.

CSSS 5265 Foundations of Software Development (3 hours)

This is an introductory software development course with focus on fundamental and foundational concepts. These concepts include general problem solving and algorithm creation techniques, primitive and abstract data types, constants, variables, expressions, Boolean logic, control flow, and object-oriented concepts. The Java programming language will be used. In addition, the fundamentals object-oriented concepts, such as classes, interfaces, and objects, instantiation and garbage collection, method implementation, and method invocation will be discussed. **Prerequisite:** CSSS 5000

CSSS 5270 Cybersecurity in Cloud Computing (3)

This course begins with an introduction to cloud computing and security and then provides an examination of cloud security architecture. The essential characteristics of cloud computing are discussed using the National Institute of Standards and Technology (NIST) Cloud Computing Model, SPI cloud service models and the different cloud delivery models. With this background, key strategies and best practices for cloud security are developed, including data protection methods, cloud security controls and countermeasures, virtualization, security management, and securing of data in rest and in motion. In addition, legal and regulatory considerations for different types of clouds are presented. Based on the cloud security requirements, the course defines the steps for an organization to use in selecting an external cloud service provider (CSP). In addition to commercial selection requirements, the U.S. Department of Defense Enterprise Cloud Service Broker Cloud Security Model, which specifies what controls the CSP must implement in the military environment, is reviewed. **Prerequisites**: CSSS 5000.

CSSS 5275 Emerging Technologies in Cybersecurity (3)

Students will be introduced to emerging technologies around the globe which include AI/ML, Zero Trust Architecture, Quantum Computing, Web 3.0, Metaverse, Edge Computing, and autonomous systems. The evolution of these technologies will be explored in-depth (the current state and the future state) – and the impact on the society. The critical risk/threat facing each of the technology will be identified, assessed, and mitigation strategies explored as organizations/governments embraces the early or critical mass adoption. Key considerations will be given to the security of data/information asset of the emerging technologies. **Prerequisite**: CSSS 5000.

CSSS 5990 Advanced Topics in Cybersecurity (3)

This course is designed to permit addressing advanced and emerging topics in cybersecurity that may include, but not be limited to, cybersecurity communications, cyber warfare planning and execution, forensics, ethics, policies and laws, encryption/decryption and future topics e.g., application of quantum non-locality. This course may be repeated for credit if the content differs. **Prerequisite**: CSSS 5000.

CSSS 6000 Practical Research in Cybersecurity (3)

The student is expected to synthesize and integrate the learning experiences acquired throughout the MS in cybersecurity and to evaluate current and future topics relative to this major. Specific papers, projects, or other methodologies must include cybersecurity related technical and management areas than span this entire degree emphasis. **Prerequisite**: Successful completion of all required core courses in this major.

CSSS 6002 Practical Research in Cybersecurity II (3)

The student is expected to synthesize and integrate the learning experiences acquired throughout the MS in cybersecurity and to evaluate current and future topics relative to this major. Specific papers, projects, or other methodologies must include cybersecurity related technical and management areas than span this entire degree emphasis. **Prerequisite**: Successful completion of CSSS 6000.

CSSS 6500 Cybersecurity Internship (3)

Students undertake, with the supervision of a qualified professional, an approved internship in a cybersecurity-related setting. The course includes work and academic experience. The work experience involves professional cybersecurity duties. The academic experience involves written assignments by the faculty advisor. The outline of duties and evaluative methods are established by the student and the internship mentor and approved by the faculty advisor prior to initiation of the program. **Prerequisites**: Completion of all of the required cybersecurity courses (except CSSS 6000/CSSS 6002).

DMGT - Doctor of Management

Course Descriptions

DMGT 7140 Statistical Analysis (3)

Introduces the students to topics in statistical analysis as a preparation of the research courses and their work on the doctoral project. The focus will include data analysis for research applications. Topics include: hypothesis testing and confidence intervals, correlation, linear regression and multiple regression. Additional topics may include path modeling, discriminate analysis and structural equation modeling.

DMGT 7160 Quantitative Research Methods (3)

Focuses students on quantitative research design and methodology in the organizational context. Topics include research question formulation, design issues, theory-based hypothesis development, validity and reliability, choice of measurement tools, sampling and statistical planning, and research reporting. Students will develop a research proposal related to dissertation interests.

DMGT 7180 Qualitative Research Methods (3)

Introduces the students to qualitative methods and designs in the context of organizational research. Particular attention is given to the indications for qualitative methods and designs, such as research history of the topic and nature of the topic. Students will be exposed to several models of qualitative methods and designs, including: case studies, qualitative software and program evaluation. Students will be expected to develop a qualitative research design proposal.

DMGT 7300 Foundations of Management Research (3)

This seminar will introduce students to a variety of modern management research topics and readings, and the methodology and tools used to investigate them. Students will explore the role of sound theory in informing management decisions, and prepare a preliminary research paper on a course-related topic.

DMGT 7330 Managing in the Global Marketplace (3)

Explores global issues confronting the twenty-first century manager. Topics included are: impact of culture on management of the global organization, commercial implications of the new regionalism, product and services marketing in the global marketplace, and countertrade.

DMGT 7350 Topics in Technology (3)

Examines the principles of managing technology. Students review the skills necessary to manage technology and review emerging technologies destined to dominate markets of the twenty-first century, with the international dimensions of technology management receiving special emphasis. Students will be expected to develop a theoretical article ready for journal submission.

DMGT 7370 Topics in Leadership (1-3)

This course features diverse topics that emphasize elements of managerial leadership and change. Topics may include various elements of managerial leadership such as decision-making, conflict management, negotiations and organizational change.

DMGT 7450 Strategic Management (3)

Examines from the viewpoint of the general manager how companies create and sustain competitive advantage, which requires an in-depth understanding of external factors including industry structure and rivalries as well as internal factors of the firm, and how these factors influence strategic responses. Both process and leadership elements of strategy are discussed. The students analyze empirical research to help prepare them for their own research projects.

DMGT 7500 Leadership (3)

Traces the evolution of leadership thought. Primary focus is given to the transactional and transformational theories of leadership to provide students with an understanding of the roles of leader and follower behavior. Students also explore emerging leadership theories including steward leadership, servant leadership, charismatic leadership and others.

DMGT 7520 Organizational Development and Change (3)

Provides an overview of organizational development with an emphasis on planned change. Students explore major interventions including human process, technostructure, human resource management and strategy. Organizational development interventions are evaluated with special emphasis on modifications for international settings.

DMGT 7750 Advanced Organizational Behavior (3)

This class is designed to provide an in-depth look at some of the major topics of interest in contemporary organizational behavior while also providing foundation knowledge in Organizational Behavior, including classic and contemporary theories as well as groundbreaking empirical studies. Drawing on theory and research in psychology, social psychology and organizational behavior, we will explore individual, interpersonal and group processes in work organizations. The emphasis will be on the development of models and hypotheses as well as the application and integration of theoretical support for student's research.

DMGT 7800 Topics (3)

Special areas related to DMgt program objectives are examined. Students may take up to three hours as elective, and a second three hours if program necessity dictates. **Prerequisite**: Permission of the DMgt director.

DMGT 7810 Survey Design and Methodology (3)

This course offers comprehensive knowledge and skills of survey methods so that students will be able to apply various techniques for data collection and will be able to solve problems related to sample survey. During the course, students will learn basic

proposal development, instrument preparation, data collection and analysis, and presentation of the results. The course will focus on hands-on practice of survey methods through individual/group projects.

DMGT 7900 Research Seminar (3)

This doctoral seminar is designed to provide students an opportunity to work one-on-one with a faculty member to develop a conference-ready theoretical paper. The focus is on the development of the following: writing skills, hypothetical development, theory integration, review skills, revision proficiencies, and feedback integration. Students will be expected to submit their theoretical paper to at least one peer-reviewed conference or other outlet.

Note: A student must complete this course with a grade of B or better to advance to the methodology courses.

DMGT 8000 Doctoral Project (9)

The student completes the doctoral research project, which demonstrates the student's ability to design and conduct research on a management or organizational problem. Emphasizes a problem-solving approach to a business or management problem. **Prerequisites**: Completion of all other doctoral courses and approval by the director of the doctoral program.

DMGT 8010 Project Completion (0)

For students who have fulfilled DMGT 8000 requirements and are making reasonable progress on their doctoral projects. This course keeps students active in the University system. May be repeated as needed during standard five-year program window. **Prerequisite**: Formation of doctoral project committee and permission of the DMgt director.

DNAP - Doctor of Nurse Anesthesia

Course Descriptions

DNAP 6400 Population Health and Epidemiology (2)

This course provides students with the opportunity to understand the use of epidemiology to design and manage advanced healthcare for populations and evaluate health outcomes. The course serves to enhance knowledge in analytic methods, policy, systems and leadership that includes an overview of the study and distribution of determinants of health and disease in specified populations, and the application of this study to the promotion of health, prevention and control of disease, design of healthcare services, and initiation of health policy for populations served by healthcare systems.

DNAP 7000 Advanced Health Assessment (4)

This course explores advanced health assessment through obtaining an extensive health history and physical examination. The course is designed to assist students in refining their history taking, psychosocial assessment, and physical assessment skills. Content focuses on assessment of individuals throughout the lifespan. Emphasis is placed on detailed health history taking, differentiation, interpretation and documentation of normal and abnormal findings. The course includes lecture, discussion and demonstration of history taking and an integrated physical assessment.

DNAP 7100 Introduction to Anesthesia (3)

This is the first anesthesia course designed to introduce the student to the professional aspects guiding the nurse anesthesia practice including professional development, and the ethical, social and legal issues facing the profession. The course also includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, historical perspectives and specialities in the field of anesthesia. Students will be introduced to case planning, standards of practice, systematic strategies for pre-anesthetic assessment and analyzing physiological principles. This course includes state-of-the-art computer simulation to assist in developing the initial skills required for administering anesthesia. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. This course includes a multi-day orientation to clinical experiences. **Co-requisite**: DNAP 7150.

DNAP 7150 Clinical Simulation Experience I (2)

Clinical Simulation Experiences are designed and presented in progression that prepare students for entry into the clinical area. Entering into the operating room for the first time to provide anesthesia services is daunting for both the novice graduate student and the assigned clinical preceptor. Spending time in a simulated OR providing anesthesia to a high-fidelity fully automated mannequin in clinical scenarios facilitates the process of creating experiences without compromising patient safety. The Clinical Simulation Experience courses are designed to provide a progressive and integrative experience that coincides with didactic coursework. This lab assignment introduces the graduate student to the fundamental processes, pharmacology and monitoring associated with the induction of anesthesia. **Co-requisite**: DNAP 7100.

DNAP 7200 Basics of Anesthesia (3)

DNAP 7200 Basics of Anesthesia, a continuation of Introduction to Anesthesia, is designed to introduce the student to the professional aspects of nurse anesthesia practice as well as an in-depth orientation to a basic anesthesia equipment, fundamental pharmacology, and primary anesthetic techniques. Students will be introduced to case planning, standards of practice, the pre-anesthetic assessment and analyses of physiological parameters. This course provides access to state-of-the-art simulation OR and dry skills labs to assist the graduate student in building their foundational skills commensurate with administering safe anesthesia. Professional development opportunities may occur during this course through attendance of local, state and national anesthesia meetings. **Prerequisite**: DNAP 7100. **Co-requisite**: DNAP 7250.

DNAP 7250 Clinical Simulation Experience II (2)

Clinical Simulation Experience II will build on previous simulation and classroom experiences resulting in increasingly complex patient scenarios requiring the graduate student to manage through the provision of current evidence-based anesthesia research. The complexity of simulation scenarios increase as the anesthesia curriculum progresses. **Prerequisite**: DNAP 7150. **Co-requisite**: DNAP 7200.

DNAP 7300 Principles of Anesthesia I (3)

Principles of Anesthesia I is the first of a two course series designed to develop the student in the art and science of nurse anesthesia practice. Continued discussions of professional aspects and anesthetic principles will take place through the introduction of comprehensive anesthetic planning, monitoring, exploration of co-existing disease states, and associated pharmacology. This course will address general surgical procedures to include laparoscopic approaches. Participation in state-of-the-art simulation OR and dry skills labs is provided to assist the graduate student in integrating the didactic content and development of clinical skills. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. **Prerequisite**: DNAP 7200. **Co-requisite**: DNAP 7350.

DNAP 7350 Clinical Simulation Experience III (4)

Clinical Simulation Experience III continues to build on previous simulation and classroom experiences resulting in increasingly complex patient scenarios requiring the graduate student to manage, guided by the current evidence-based anesthesia provision. Development of critical thinking skills becomes necessary. Complexity of scenarios will advance commensurate with the anesthesia curriculum. **Prerequisite**: DNAP 7250. **Co-requisite**: DNAP 7300.

DNAP 7400 Principles of Anesthesia II (3)

Principles of Anesthesia II is a continuation of Principles of Anesthesia I. This course will focus on the pathophysiology, medical, and systems management during anesthesia care provision for those undergoing orthopedic, vascular, renal hepatic, ENT and eye surgery. Participation in state-of-the-art computer simulation operating room and dry skills labs will occur to assist the graduate student in further integrating didactic content and theory into practice. **Prerequisite**: DNAP 7300. **Co-requisite**: DNAP 7450.

DNAP 7450 Clinical Simulation Experience IV (2)

Clinical Simulation Experience IV continues to build on previous simulation and classroom experiences resulting in increasingly complex patient scenarios requiring the graduate student to manage, providing the most current evidence-based anesthesia provision. Development of critical thinking skills will continue to occur. Complexity of scenarios will advance commensurate with the anesthesia curriculum. At the end of Clinical Simulation Experience IV, the nurse anesthesia graduate student will be ready to enter as a beginner in the operating suite under complete supervision. **Prerequisite**: DNAP 7350. **Co-requisite**: DNAP 7400.

DNAP 7501 Translational Research Project I (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research, culminating in a fully developed research manuscript and oral defense of the work. **Prerequisite**: AHP 7500.

DNAP 7502 Translational Research Project II (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research, culminating in a fully developed research manuscript and oral defense of the work. **Prerequisite**: DNAP 7501.

DNAP 7503 Translational Research Project III (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research, culminating in a fully developed research manuscript and oral defense of the work. **Prerequisite**: DNAP 7502.

DNAP 7504 Translational Research Project IV (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research culminating in a fully developed manuscript and oral defense of the work, culminating in a fully developed research manuscript and oral defense of the work. **Prerequisite**: DNAP 7503.

DNAP 7505 Translational Research Project V (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research, culminating in a fully developed research manuscript and oral defense of the work. **Prerequisite**: DNAP 7504.

DNAP 7506 Translational Research Project VI (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research, culminating in a fully developed manuscript and oral defense of the work. **Prerequisite**: DNAP 7505.

DNAP 7507 Translational Research Project VII (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research, culminating in a fully developed manuscript and oral defense of the work. **Prerequisite**: DNAP 7506.

DNAP 7508 Translational Research Project VIII (1)

The design of this course is progressive, culminating in a doctoral research project. The course offers the student the opportunity to do research under the direction of a member of Webster University faculty. The student will begin with a proposal and progress through research design, literature search, implementation of the research project and developing presentation of data from the research, culminating in a fully developed manuscript and oral defense of the work. **Prerequisite**: DNAP 7507.

DNAP 7550 Introduction to Clinical Experience (2)

Clinical experiences are designed to provide a progressive and integrative experience that coincide with didactic coursework. The clinical experiences are supervised by licensed providers. The nurse anesthesia resident may be required to attend simulation and dry skills lab sessions to augment classroom and clinical learning. This closely supervised introductory clinical course experience serves primarily to orient the novice student to the operating room/anesthesia suites. Students will observe the process from obtaining a history and physical from the patient to preparing the anesthesia cart and machine check to inducing, maintaining and emergence to finally handing the patient over to the recovery room nurses and everything in between. As the

term progresses the resident will be provided opportunities for management of ASA I-V patients to include all peri-anesthetic and patient assessment activities for general, regional and MAC anesthesia. **Prerequisite**: DNAP 7450.

DNAP 7650 Clinical Experience I (2)

Clinical experiences are designed to provide a progressive and integrative experience that coincide with didactic coursework. The clinical experiences are all supervised and are divided into levels (beginner, intermediate and advanced), each building on the previous level. Nurse anesthesia residents will have completed 4 terms of Clinical Simulation education prior to entering the operating room, fostering enhanced skills and management development. This experience focuses primarily on the management of ASA I and II patients, although the management of ASA III through V cases may be included. It includes all pre-anesthetic and patient assessment activities for general, regional and MAC anesthesia, and administration of the the anesthetic and post-anesthesia care. A weekly case conference following the clinical experience will assist the nurse anesthesia resident in the integration of academic and clinical content. All case experiences will assist the resident in meeting the guidelines and requirements for the National Certification Examination. **Prerequisite**: DNAP 7550.

DNAP 7750 Clinical Experience II (2)

All subsequent clinical experiences are designed to provide a progressive and integrative experience that coincides with didactic coursework. The clinical experiences are all supervised and have been divided into levels (beginner, intermediate and advanced), each building on the experience of the previous level. **Prerequisite**: DNAP 7650. **Co-requisite**: DNAP 8100.

DNAP 7850 Clinical Experience III (2)

All subsequent clinical experiences are designed to provide a progressive and integrative experience that coincides with didactic coursework. The clinical experiences are all supervised and have been divided into levels (beginner, intermediate and advanced), each building on the experience of the previous level. **Prerequisite**: DNAP 7750. **Co-requisite**: DNAP 8200.

DNAP 7900 Pharmacology I (3)

This course is the first in a series of four pharmacology courses. In this course the emphasis is placed on the fundamental pharmacological principles of pharmacodynamics, pharmacokinetics, pharmacotherapeutics, drug metabolism and toxicology, with a special emphasis on acid-base metabolism, autonomic pharmacology, somatic motor pharmacology and neuropharmacology.

DNAP 8000 Advanced Pharmacology II (3)

This course, the second in a series of pharmacology courses, specifically addresses intravenous anesthetic agents. Pharmacology II provides a more nuanced examination of the pharmacokinetics and pharmacodynamics sedative/hypnotic agents, muscle relaxants and adjuvant drugs used in anesthesia. The scope of pharmacology is widened to include the effects of anesthetic drugs on the nervous system. The autonomic, sympathetic, parasympathetic and central nervous systems will be thoroughly examined. **Prerequisite**: DNAP 7900.

DNAP 8010 Advanced Pharmacology III (3)

This course, the third in a series, specifically addresses agents affecting/manipulate the cardiovascular, respiratory and endocrine systems. Non-anesthetic agents related to the practice of anesthesia, such as antibiotic, antifungal and antiviral therapies utilized for HIV, TB, hepatitis, hematologic and oncologic disorders will be presented. Dermatologic and gastrointestinal pharmacology will be presented as they relate to anesthesia using the clinic practicum and with special focus on clinical applications. **Prerequisite**: DNAP 8000.

DNAP 8020 Advanced Pharmacology IV (3)

Pharmacology IV, the fourth course in the series, emphasizes the agents related to chronic pain management that includes non-surgical and holistic therapies. **Prerequisite**: DNAP 8010.

DNAP 8050 Clinical Experience IV (2)

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences, which are designed to provide anesthetic experiences in both general and specialty practice settings. These supervised experiences can include obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, including multiple regional techniques with/without ultrasound guidance as well as experiences in the pulmonary and cardiac clinics, intensive care units, and radiology labs. Clinical course scheduling is guided by case requirements representative of the National Certification Examination. **Prerequisite**: DNAP 7850. **Co-requisite**: DNAP 8300.

DNAP 8100 Anesthesia Concepts I (3)

This course continues to build on the foundation provided by the Principles of Anesthesia courses. It will focus on the broad reaching physiologic changes associated with the obstetric patient and the advanced techniques and procedures required to manage this complicated patient to keep the mother and fetus safe. The placement and management of labor epidurals and spinal techniques for Cesarean sections will be discussed and demonstrated. Ultrasound guided techniques will be presented for the difficulty placement scenario. State-of-the-art computer simulation to assist in the integration of didactic content occurs through the attendance of local, state and national anesthesia meetings. **Prerequisite**: DNAP 7400. **Co-requisite**: DNAP 7750.

DNAP 8150 Clinical Experience V (2)

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. Clinical course scheduling is guided by case requirements representative of the National Certification Examination **Prerequisite**: DNAP 8050. **Co-requisite**: DNAP 8400.

DNAP 8200 Anesthesia Concepts II (3)

This course is an extension of DNAP 8100 Anesthesia Concepts I and includes the presentation of techniques and monitoring related to regional and cardiothoracic anesthesia. The advanced principles and techniques associated with each of these specialty areas of practice will be fully explored. Integration of didactic content will occur through the use of state-of-the-art computer simulation and DNAP 7850 Clinical Experience III and throughout the remainder of the program. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. **Prerequisite**: DNAP 8100. **Co-requisite**: DNAP 7850.

DNAP 8250 Clinical Experience VI (2)

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8150. **Co-requisite**: DNAP 8500.

DNAP 8230 Politics and Economics of Health Care (3)

This course involves a study of the major pillars of healthcare politics and economics: cost, professional practices and innovations. The business of anesthesia and practice management along with healthcare finance principles will be addressed in this course.

DNAP 8240 Health Care Policy Analysis and Advocacy (3)

This course prepares the advanced practice nurse leader to advance the agenda of the rapidly changing healthcare environment by examination of health policy research and analysis. Students will focus on policy process and develop and implement policy agendas. Participate in collective decision making. Identify roles and key stakeholders. The course will address how to identify gaps in policy knowledge and provide opportunity for nurse leaders to engage in processes that influence policy decisions at the institutional, local, state, regional, national and/or international levels. The course will prepare the nurse leader to analyze the policy process and engage in politically competent care.

DNAP 8300 Anesthesia Concepts III (3)

This course is a continuation of Anesthesia Concepts II and includes the presentation of advanced techniques and monitors in anesthesia as it relates to the specialty areas of regional, pediatric and obstetric anesthesia care. The advanced principles and techniques associated with each of these specialty areas of practice will be discussed. The topics are integrated with learning labs, continuing clinical experiences in DNAP 8050 Clinical Experience IV and throughout the remainder of the program. State-of-the-art computer simulation to assist in the integration of didactic content and clinical skills is included. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. **Prerequisite**: DNAP 8200. **Co-requisite**: DNAP 8050.

DNAP 8350 Clinical Experience VII (2)

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8250. **Co-requisite**: DNAP 8510.

DNAP 8400 Anesthesia Concepts IV (3)

This course is a continuation of Anesthesia Concepts III and includes the presentation of advanced techniques and monitoring in anesthesia specifically related to the specialty areas of regional anesthesia techniques and acute pain management. The advanced principles and techniques associated with each of the speciality areas of practice will be presented, discussed, explored and demonstrated through the use of high-fidelity mannequins and ultrasound. In this course, through the use of ultrasound, evaluate normal anatomy, identify nerve anatomy and learn ultrasound-guided techniques. The topics are also integrated with learning labs, workshops, continuing clinical experiences and throughout the remaining of the program. State-of-the-art computer simulation to assist the graduate student in the integration of didactic and clinical skills is included. Professional development opportunities occur through the attendance of local, state and national anesthesia meetings. **Prerequisite**: DNAP 8300. **Co-requisite**: DNAP 8150.

DNAP 8410 Anesthesia and Coexisting Diseases (3)

This course integrates the clinical pharmacology of anesthesia with coexisting disease states and the perioperative implications to anesthesia care. Content is paired and coordinated in conjunction with the advanced principles of anesthesia course and expands on physiology and pathophysiology taught in previous semesters. Additionally, content is integrated and applied to nurse anesthesia practice.

DNAP 8430 Health Administration Law and Ethics (3)

The course introduces the law and legal processes that affect health administration. The course presents an overview of legal principles concerned with torts, contracts and liability in health administration, including the legal standing of individuals covered by various types of health administration. Legal elements of labor relations in the healthcare field and the legal obligations and malpractice law are discussed as they apply to health professionals.

DNAP 8440 Advanced Practice Nurse Role in Leadership and Health Care (3)

This course will introduce the student to the multiple roles of the advanced practice nurse. Historical, professional, political and cultural components of the roles are presented as well as legal and ethical issues faced by advanced practice nurses. The business areas of advanced nursing practice, such as management, reimbursement and finance. Role development challenges, such as chemical dependence and wellness, inter professional collaboration, etc.

DNAP 8450 Clinical Experience VIII (2)

At the intermediate level, the nurse anesthesia resident begins full-time clinical experiences that are designed to provide anesthetic experiences in general as well as specialty practice settings. These supervised experiences can occur in obstetrics, radiology, pediatrics, cardiothoracic and neurosurgical procedures. In addition, the nurse anesthesia resident may gain experience in pain management, to include multiple regional techniques and ultrasound guided regional techniques as well as experiences in the pulmonary clinic, cardiology clinical, intensive care units and radiology labs. Nurse anesthesia residents will utilize advanced anesthetic management techniques involving medically complex patient management. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8350. **Co-requisite**: DNAP 8520.

DNAP 8500 Current Topics in Anesthesia I (1)

The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. **Co-requisite**: DNAP 8250.

DNAP 8510 Current Topics in Anesthesia II (1)

The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. **Co-requisite**: DNAP 8350.

DNAP 8520 Current Topics in Anesthesia III (1)

The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. **Co-requisite**: DNAP 8450.

DNAP 8530 Current Topics in Anesthesia IV (1)

The science guiding anesthesia practice is dynamic. Nurse anesthetists must stay current in research regarding physiology and pharmacology and best practice strategies. Interdisciplinary collaboration is necessary to ensure patient safety and best outcomes. Maintaining current evidence-based knowledge in content areas include complex equipment, pharmacological agents and procedures necessary for the provision of quality patient care. Course discussions are designed to facilitate the nurse anesthesia resident in incorporating current evidence-based research into practice to facilitate meeting these demands. **Co-requisite**: DNAP 8550.

DNAP 8550 Clinical Experience IX (2)

Clinical experiences at the advanced level continues to be supervised with greater expectation placed on the nurse anesthesia resident to demonstrate increasing autonomy and utilization of appropriate critical thinking and decision-making skills in the management of all classifications of patient from ASA I-V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8450. **Co-requisite**: DNAP 8530.

DNAP 8650 Clinical Experience X (2)

Clinical experiences at the advanced level continues to be supervised with greater expectation is placed on the nurse anesthesia resident to demonstrate increasing autonomy and utilization of appropriate critical thinking and decision-making skills in the management of all classifications of patient from ASA I-V and emergencies requiring anesthesia care. All case scheduling will lead toward the requirements for the National Certification Examination. **Prerequisite**: DNAP 8550.

DNAP 8700 Pharmacogenomics (2)

Pharmacogenetics/phamacogenomics is the study of how an individual's genetic inheritance affects the body's response to drugs. This course will examine factors that affect drug response including genetics as well as additional factors such as environment, diet, age, and concurrent drug therapy and health status. Methods important to pharmacogenomics research will be presented. The course will use a combination of lectures, assignments (including discussion board activities) and student-led discussion of recent papers from the primary literature. The goal of this course is to provide students an understanding of pharmacogenetics/pharmacogenomics in the context of variability in drug response and the application of pharmacogenetics to drug development and drug treatment.

EDIN - Education and Innovation

Course Descriptions

EDIN 5001 Foundations of Global Citizenship (3)

This course enables educators to develop knowledge, skills and competencies for working in the global and digital age learning environments. Students develop research and professional writing and scholarship skills using both traditional media (books, journals) and new media (online databases, video and online resources, wiki-book authoring). They understand local and global societal issues and responsibilities and model legal and ethical behaviors in their professional practice. They develop skills in communicating, collaborating and building learning communities with peers, experts, and students.

EDIN 5110 Digital Storytelling (3)

In this course, students develop digital stories and practice digital literacies. They discuss the impact of digital storytelling and new digital literacies on learning and instruction. Students create digital stories using multimedia platforms in order to engage an audience or to promote learning. Students engage in trans-media storytelling by publishing their stories across various online platforms and solicit feedback from a wider audience. They reflect upon the continued development of their stories based on audience feedback and engagement.

EDIN 5120 Instructional Development (3)

Students apply the ADDIE model as well as newer Instructional Design models such as SAM, ROPE and ARCS Keller to an instructional problem. They identify an instructional problem by conducting a need analysis and then creating an instructional intervention to meet the instructional need. As a part of this applied instructional development experience students learn how to construct learning objectives and outcomes in order to address behavioral and learning needs. They apply the use of planning tools, job aids and visual representations to inform their instructional interventions.

EDIN 5130 Foundations of Workplace Learning (3)

Students learn the fundamentals of how people learn in the workplace and the dynamics involved. In the course, students explore distinctive adult learning theories such as the hierarchy of needs and transformational learning. Students will examine the essential aspects of workplace learning and the various influences that affect the success of work-based learning. Students apply

models of design based on adult learning needs in informal learning, corporate training and non-school based learning environments. The application of technologies and techniques that support learning in the workplace is an essential aspect of this course.

EDIN 5140 Evaluation of Training Programs (3)

Students apply the Kirkpatrick Models of Evaluation as well as other program review such as Quality Matters. Existing instructional programs will be reviewed and evaluated for assignment with ADDIE, Adult Learning Theory and other instructional program needs. Other types of program evaluation will be reviewed and assessed and a philosophy of evaluation as well as a conceptual framework for training program evaluation will be developed.

EDIN 5180 Creativity and Innovation (3)

This course explores creativity and innovation from a multidisciplinary perspective. In particular, it considers how these complex and dynamic phenomena have been defined, evaluated and cultivated in a variety of applied settings. The course covers a range of topics including: distributed creativity, co-creation and user innovation, the creative process, the role of objects in creativity, imagination, societal forms of creativity and innovation.

EDIN 5190 Leadership and Innovation (3)

This course introduces managers, trainers and educators to the principles of interdisciplinary team collaboration and leadership, change leadership and cultivating a "culture of creativity" in organizations. The students experiment and evaluate methods for promoting team-building for innovation in their own organizations.

EDIN 5200 Independent Study (1-3)

Students with special interest or needs that are not met by an existing course may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for evaluation. An independent study may not duplicate an existing course that covers the subject.

EDIN 5410 In-Service Topics (3)

In-service courses provide degree-seeking students with practical applications of current research and methodology. These courses require the advisor's approval (prior to enrollment) to be included in a student's graduate program. May be repeated for credit if content differs.

EDIN 5420 Writing and Information Literacy (3)

This course develops skills in research and information literacy with the emphasis on written and oral expression. Students will learn to engage with material critically, to read and analyze efficiently, and to cite and report the work of others responsibly and accurately. Students will undertake multiple assignments, exploring new ways to find, evaluate, and engage with information from various sources and in different formats, as well as learn to infuse their writing with an oral exchange. The goal of this course is to assist graduate students in developing the skills necessary to meet a range of anticipated writing and creative tasks that they will encounter during their studies. The objectives are to learn, practice, and gain confidence in the language skills required in reading, researching, writing, and presenting. Students will be introduced to a variety of writing genres, style manuals, and document formatting. Additionally, students will be mentored and provided guided practice.

EDIN 5461 Curriculum: Creativity and Design (3)

This course enables participants to create authentic, real-world curriculum that engages learners in personally relevant and meaningful learning experiences with creative processes and outcomes. Topics include creatively teaching to the big idea, how to develop authentic performance tasks, how to evaluate performance tasks, how to match the interests and meet the needs of all learners, and how to integrate technology.

EDIN 5490 Seminars in Education and Innovation (1-3)

Seminars are designed to focus on current research in various topics in Education and Innovation and their real-world applications. May be repeated for credit if content differs.

EDIN 5620 Mindfulness (3)

This course provides an introduction to the concepts and practice of mindfulness. The course emphasizes the practice of the moment-by-moment awareness of one's thoughts, emotions, bodily sensations and surrounding environment. Students review research on the impact of mindfulness practice on physical and mental health, and the effects of mindfulness on teaming environments. Students design a mini mindfulness retreat.

EDIN 5622 Restorative Justice: Learning Communities (3)

This course examines the roots of restorative practices in indigenous cultures and in the reform of juvenile and adult justice system. Emphasis will be on (a) application of restorative justice techniques in the workplace and educational settings, and (b) on evaluation of the impact of restorative practices on the climate and norms (including bullying and aggression) in families, peer groups, formal, informal and virtual learning communities.

EDIN 5624 Transformative Learning (3)

Transformative learning is the expansion of consciousness through the process of first questioning and deconstructing one's worldview, identity and ways of thinking, and then revisioning, reframing and reintegrating them. In this course, participants read and reflect on the theories and recent research in transformative learning and examine how transformative learning applies to their own life experiences, to educational practice and to transformation of collective consciousness.

EDIN 5630 Creative Multimedia Design for Innovative Learning (3)

In this project-based course, students explore new instructional design orientations for teaching and learning in a media rich culture. Intensive use of multimedia presentation and instructional delivery tools is a hallmark of this course. Students will learn to design, plan and evaluate integrated instructional experiences with multimedia applications and approaches. They will also learn to use search and media aggregation technologies to find effective instructional delivery resources that enhance learning designs.

EDIN 5650 Design Thinking (3)

Designing experiences that focus on how people and organizations grow and thrive is a systematic and thoughtful process. This course is concerned with helping students think about and engage in design thinking as a way to engage learners and build innovative learning tools, products and environments. It practically focuses on using design thinking to plan prototype and build learning experiences.

Globally, learners and audiences for systematized educational offerings have changed markedly since the rise of the internet and World Wide Web. In every country, today's learners and audiences are defined by a deep hunger for information and an insatiable desire for knowledge. In developed economies, an openness to messaging from many different sources define daily existence. Educators in all settings must be agile and innovative in order to maintain engagement and build audience interest via

meaningful curriculum as well as "classroom" offerings. In this course, we explore Design Thinking as a catalyst for reshaping learning experiences toward more innovation. We examine ways of developing novel learning designs to solve real-world living and learning problems to meet the needs of diverse learners.

EDIN 5700 Foundations of Computing and AI in Instruction (3)

This course introduces the historical and conceptual foundations of artificial intelligence (AI) and computing in education. Students examine the evolution of computing and machine learning in teaching and learning, from early instructional technologies to current AI applications. Topics include algorithms, data analytics, natural language processing, and generative AI tools that support personalized and adaptive instruction. Emphasis is placed on ethical and pedagogical considerations in designing and implementing AI-enhanced learning environments across educational settings.

EDIN 5701 Learning Sciences in the Age of AI (3)

This course explores the intersection of learning sciences and artificial intelligence (AI), focusing on how advancements in AI can enhance our understanding of learning processes and outcomes. Students will examine critical theories and principles of learning sciences, emphasizing cognitive, social, and emotional dimensions of learning, and apply these principles in AI-supported environments. A significant focus is placed on adult learning, examining how AI tools can be tailored to support the unique needs of adult learners in both formal and informal education settings. Through case studies, research analysis, and practical applications, students will gain insight into designing AI-driven learner-centered experiences that optimize engagement, motivation, and knowledge retention.

EDIN 5702 Instructional Design (3)

This graduate-level course equips educators and trainers with the skills and knowledge to design instructional materials that integrate current learning theories, innovative teaching strategies, and cutting-edge technologies. Emphasizing a process-oriented approach to assessment, the course fosters a dynamic understanding of how to evaluate learning outcomes effectively. Students will undertake a comprehensive instructional design project tailored to their content area, demonstrating their expertise in applying theoretical frameworks, leveraging advanced technologies, and crafting performance assessments. The course includes extensive hands-on experience with state-of-the-art tools, empowering students to create engaging, impactful, and technological enriched learning experiences.

EDIN 5703 Instructional Design and Development with AI (3)

This course delves into the instructional development process, integrating artificial intelligence (AI) to transform instructional design and delivery. Emphasizing creativity, personalization and data-driven decision-making, students will explore established design models such as ADDIE (Analysis, Design, Development, Implementation and Evaluation), SAM (Successive Approximation Model), and backward design. Through these frameworks, students will learn to leverage AI to streamline content creation, foster innovation, enhance adaptive learning, and personalize feedback across education and training contexts.

EDIN 5704 Online Course and Curriculum Design (3)

This course focuses on the principles and practices of designing online courses and curricula with the integration of artificial intelligence (AI). Students will explore how AI can enhance course design, from creating adaptive learning paths to automating personalized feedback and assessments. Key topics include aligning learning objectives with AI-driven instructional strategies, enhancing engagement through AI tools, and ensuring accessibility for diverse learners. The course emphasizes practical applications of AI in building interactive, scalable online learning experiences.

EDIN 5705 Learning and Instruction with VR and AR (3)

This course explores the application of Virtual Reality (VR) and Augmented Reality (AR) in creating immersive, interactive learning experiences. Students will examine how VR and AR technologies can enhance engagement, support experiential learning, and improve understanding across various educational contexts. Topics include the design and implementation of VR and AR environments, aligning these technologies with learning objectives, and evaluating their impact on learner outcomes.

EDIN 5706 Ethical Issues in Digital Instruction (3)

This course examines the ethical considerations surrounding the use of artificial intelligence (AI) in educational contexts. Students will explore topics such as data privacy, algorithmic bias, equity, and the impact of AI on teaching and learning. Emphasis is placed on understanding the ethical responsibilities of educators and instructional designers in deploying AI tools and ensuring they are used responsibly and inclusively.

EDIN 5750 Special Institute (1-3)

Various special institutes to provide sponsored research or project-based learning, field-based or international travel-based experiences. May be repeated for credit if content differs.

EDIN 5800 Research Designs for Education and Innovation (3)

This course enables students to develop strategies and methods to investigate a focused research question or to conduct an interdisciplinary problem-solving project within their workplace or learning environment.

EDIN 5840 Innovations in Learning Systems: Global Perspectives (3)

Comparing innovative learning models and educational systems from various countries increases intercultural understanding and provides insight into one's own philosophies, beliefs, values and methodologies. Each participant investigates and compares innovative systems across two or more nations or cultures and presents reports for class evaluation and discussion.

EDIN 6000 Graduate Certificate Project (3)

The graduate certificate project is the culminating experience in a graduate certificate program. Examples include a presentation or demonstration for an organization, a school district or a community group; a project or a research project; or an action research project report.

EDIN 6001 Integrated Studies: Education and Innovation (3)

In this capstone course, students develop and implement a comprehensive project in their specialization area. The project may be a field-based design, implementation and evaluation of a course, program or a professional development plan for other educators; or it may be a research project. **Prerequisite:** Completion of 27 hours of coursework in the MA program.

EDIN 6250 Thesis (3-6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. **Prerequisite**: EDIN 5800

EDOC - Doctor of Education

Course Descriptions

EDOC 7000 Doctoral Module (1-3)

This course is designed for instructors to cross-list with the content courses in the doctoral emphasis areas. The course is to be added to a content course in order to ensure academic rigor in the doctoral program. Students will develop academic reading and writing competence in preparation for doctoral level research. The course will ensure that students read extensively, understand the epistemological and ontological assumptions of a theory or empirical research, be able to negotiate for the positionality of their own writing, gain synthetical and analytical competence in reading and writing, lead class discussion with multimodal or digital representations and write succinctly and precisely as a doctoral student. Students who want to register in this course without cross-listing with a content area course will need an approval from the EdD director. The course can be repeated with a different section number.

EDOC 7001 Doctoral Writing Seminar (3)

This course is for increasing the doctoral students' academic writing competence and to prepare them for dissertation and/or research paper writing. The course will prepare students for reading and writing academic texts extensively. It offers hands-on experience for using research databases, creating in-text citations and references with relevant software and educating students about citation format (APA, MLA or Chicago Style). In this course, logic-of-inquiry or systematic consistency will be emphasized. Doctoral students will read examples of dissertation, dissertation in practice, and/or other doctoral final projects and portfolios, as well as understand the role of the literature review in context. Epistemological and ontological assumptions will be explored. In addition, doctoral students will learn about the skills and strategies for writing a literature review with relevant synthetical and analytical competence.

EDOC 7002 Quantitative Research Methods (3)

This is a doctoral level quantitative research methods course. The course focuses on identifying the logic-of-inquiry, epistemological and ontological stances of research studies using quantitative methods. Students will learn about human subjects research, obtain the training required by the IRB, read extensively about quantitative studies published in academic research databases, What Works Clearing House and ProQuest. Students are required to be competent in determining sample size, statistical power, generalizability, validity and reliability upon completion of the course. Students will have hands-on experience with SPSS, understand the rationale and logic behind the statistical results and know how to determine if a study yields significant results.

EDOC 7003 Qualitative Research Methods (3)

This is a doctoral level qualitative research methods course. The course focuses on identifying the logic-of-inquiry, epistemological and ontological stances of research studies using qualitative methods. Students will be able to understand a variety of qualitative research methods, focus on case studies, ethnography, narrative studies and grounded theory research. Students will utilize a variety of data analytical approaches such as narrative analysis and discourse analysis as well as understand the systematicity required for data collection (triangulation) and analysis. Students will develop competence in determining the credibility and trustworthiness of a study. Data collection methods will be explored and Nvivo data analysis will be applied.

EDOC 7004 Prospectus and Dissertation Writing (3)

This is a one-on-one course between a prospective dissertation chair and a doctoral student. The objective is to prepare the student to write the prospectus, which is the first three chapters of the dissertation, so that the student will be ready to defend the prospectus in the subsequent term. The student should identify the rest of the dissertation committee and obtain comments and feedback from all members regarding their prospectus before the end of the term. IRB approvals for dissertation projects which involve human subjects should be submitted by the end of the term. A final draft of the prospectus should be submitted as the final deliverable for the course. Doctoral students are recommended to work closely with the Writing Center for improving their academic writing quality. Students need to ensure that their writing will not require major editing towards the later stage of dissertation writing.

EDOC 7005 Research Design for Doctoral Digital Portfolio (DDP) (3)

This course is to prepare doctoral students in designing their Doctoral Digital Portfolio (DDP) with appropriate research methods. Students would have already made the decision to pursue a DDP in lieu of a dissertation. Doctoral students will explore the scholar-practitioner model in Ed.D., and the inquiry of practice that is relevant. Research design that is aligned with the inquiry of practice is examined. Upon taking the quantitative and qualitative research methods courses, doctoral students explored the foundational knowledge regarding the philosophical framing of research studies with quantitative, qualitative, and mixed-methods. Doctoral students will further develop the required skills for using quantitative data analysis software such as SPSS, JASP, and R, as well as qualitative data analysis software such as NVivo, MAXQDA, or Dedoose. Students will submit an IRB draft (if applicable) and a DDP proposal by the end of the course. **Prerequisite**: EDOC 7001, EDOC 7002, EDOC 7003.

EDOC 7120 Global Histories and Politics in Education (3)

This course is a review of modern educational systems and learning experiences in the U.S. and in different countries. Candidates discuss the ways in which educational systems have been influenced by industrialization, global capitalism and contemporary social movements. The rise of globalization and information economy and their effect on modern education theory as well as educational systems will be viewed as an important backdrop. More recent attempts to reshape schooling in the light of emergent educational philosophies, critical theories and social movements will be explored. **Prerequisite**: Admission to doctoral program; to be taken the first semester in the program (unless the director of the EdD program grants permission due to unusual circumstances).

EDOC 7130 Transformative Lens in Educational Technologies (3)

This course examines a wide variety of issues related to the roles of information communication technologies (ICTs) in the transformation of learning environments, both physical and virtual. Using a transformative lens, the course reviews technological advancements in education settings, including social media and mobile technologies, and how the digitalization of information poses challenges to educators in the global contexts. It spans critical issues such as local and global tensions around ICT adoption in learning and the design for new learning environments for the information age. Emphasis is on proposing a critical perspective so that students will engage in discourses and rhetorics on media literacy and social media literacy. The course requires students to engage in critical dialogues about the digital divide, intersectionality and critical theories in communication technologies. **Prerequisite**: Admission to the doctoral program.

EDOC 7140 Transformative Leadership in Education: Equity and Ethics (3)

This course focuses on transformative leadership, as well as the proposition and implementation of equitable and ethical values and decisions in educational settings. Students examine ethical theories for understanding, evaluating and developing standards and policies for ethical practice as educational leaders and visionaries. The equitable and ethical policies will be applicable to educational organizations, school districts, school buildings, government and non-government organizations. Students develop ethical and equitable policies and practices for social justice reasons. **Prerequisite**: Admission to the doctoral program.

EDOC 7150 Social Justice and Transformative Learning in Global Education (3)

This seminar is a collection of classical and contemporary theories and philosophies that pertain to social justice, transformative learning and global education. The academic focus of this course is to examine global education issues and theories that transform the lives of learners, as well as the educational system and learning communities. Candidates will study the intersection of theory and practice and its role in pedagogy and social change. **Prerequisite**: Admission to the doctoral program.

EDOC 7500 Service Learning Practicum (3)

This course is a comparative review of modern educational systems and learning experiences in different countries. Candidates discuss the ways in which educational systems have been influenced by industrialization and global capitalism. The rise of globalization and the information economy and their effect on modern educational theory as well as educational systems will be viewed as an important backdrop. More recent attempts to reshape schooling in the light of emergent educational philosophies will also be explored. Students will take this course twice. **Prerequisite**: Admission to the doctoral program.

EDOC 7505 Second Service Learning Internship (3)

EDOC 7505 is designed for students who have taken EDOC 7500 and passed the comprehensive exams. Students will inquire into issues of professional and personal interest within the field and relate service learning to transformative learning. The course may be taken in a group with a shared learning and service experience or as an individualized designed learning and service experience with the approval of the course instructor of record and the director of the EdD.

EDOC 7510 Interdisciplinary Pro-Seminar I (2)

This course will introduce the candidate to the increasingly complex world of educational research; the doctoral process; allow the candidate to refine his/her 'burning question'/dissertation inquiry; begin the annotated bibliography and literature review as foundation for future educational research in preparation for the dissertation document; and develop a first draft of the organization of the dissertation. **Prerequisite**: Admission to the doctoral program.

EDOC 7520 Interdisciplinary Pro-Seminar II (2)

In this course, the candidate will refine the 'burning question' and continue to develop the annotated bibliography. the focus of the second seminar is to write a draft of Chapter 1 of the dissertation. In this course the candidate will continue the doctoral process; refine his/her 'burning question/dissertation inquiry; continue the annotated bibliography and literature review as foundation for future educational research in preparation for the final dissertation document. **Prerequisite**: Admission to the doctoral program.

EDOC 7530 Interdisciplinary Pro-Seminar III (2)

In this course, the student will: (1) review at least 4 (four) types of educational research and apply each to his/her research interest/ burning question; develop a rationale for a specific choice of research; (2) continue to perfect the literature review; and (3) write the first draft of the Dissertation Chapter 2: Literature Review. This product will be a living document. The Draft Literature Review may be added to and/or revised until entire dissertation is completed. This will be Key Assessment 4. **Prerequisite**: Admission to the doctoral program.

EDOC 7540 Interdisciplinary Pro-Seminar IV (2)

This course will provide methods to develop the skills to apply inquiry and research to identify and support transformative learning for individuals, organizations, and communities. The student will write the first draft of Chapter 3 of the dissertation, Research Design and Methods. The student will begin to develop a draft of the final chapter of dissertation: Proposed Application to Study to Support Transformational Learning in the Global Community and secure IRB approval for this final project. **Prerequisite**: Admission to the doctoral program.

EDOC 7901 Doctoral Apprenticeship (3)

The doctoral apprenticeship is for doctoral students to accumulate research, teaching, leadership, and/or service experience in academic and social settings, while working one-on-one with a faculty mentor. The course is facilitated by an instructor, who will assist in pairing up the mentor and mentee. Students in dissertation route are encouraged to work with faculty mentors who will be their dissertation chairs or committee members. Students in doctoral digital portfolio route are encouraged to work with faculty mentors who have similar research interest and professional experiences. The apprenticeship consists of four options: Option One allows the doctoral student to assist a faculty mentor in research and publication; Option Two allows the doctoral student to assist a faculty mentor with conference proposal writing and presentation; Option Three allows the doctoral student to assist a faculty mentor with coursework development; Option Four allows the doctoral student to provide volunteer service at a local community or global location through teleconferencing. The objective is to make the apprenticeship a mutually beneficial experience for both the faculty mentor and the doctoral student.

EDOC 7902 Comprehensive Exam and Project Proposal (3)

This course is designed for students to complete the comprehensive exam and project proposal. Students who pass the comprehensive exam will make advancement to doctoral candidacy. The comprehensive exam is credit-bearing (3 credits) and it will happen in the Summer; i) for dissertation route: the prospectus defense should happen after the student passes the comprehensive exam and it is non-credit bearing, ii) for doctoral digital portfolio (DDP) route: the proposal should have been submitted in EDOC 7005 and approved by the instructor of this course. This is a CR or NC course. Students who pass the comprehensive exam will earn the credits with CR. Students who fail the comprehensive exam on the second attempt will fail the course with NC. The course creates a streamline process for students to enter the dissertation writing phase or DDP phase in the subsequent term or semester. Students who cannot complete the prospectus defense due to scheduling difficulty can attempt the prospectus defense in the subsequent term or semester. **Prerequisite**: EDOC 7001, 7002, 7003, and 7004 or 7005.

EDOC 7903 Doctoral Residency (0)

This is a virtual residency requirement for the doctoral program. Doctoral students participate in the first residency meeting in Year One, and the second residency meeting in Year Two. The

first residency meeting focuses on orientation meetings, virtual campus tour, and rapport building among the faculty, staff, and students at the School of Education. The second residency meeting focuses on program milestones and completion. The residency allows doctoral students to interact with faculty, staff, recent graduates, and peers, as well as mentors, in the School of Education. Doctoral students must complete the residency requirements before graduation.

EDOC 8000 Doctoral Dissertation Research and Writing (1-5)

The student works to complete the doctoral dissertation research and write the dissertation. Candidates may register for 1-5 credit hours at a time per individual need. Candidates are required to complete 10 dissertation research credit hours. **Prerequisite**: The student must have successfully completed all other doctoral course work, passed comprehensive exams and achieved status of doctoral candidate.

EDOC 8001 Doctoral Digital Portfolio (DDP) I (5)

This course is part of a two-course sequence, EDOC 8001 and 8002, which offers scholar-practitioners guidance for completing the Doctoral Digital Portfolio (DDP). DDP is a culmination of knowledge on educational theories, research, and applications in the field. The semester-long course offers lectures, seminar discussions, and learning exchange forums. During the semester-long course, doctoral candidates begin their research, data collection (if applicable), and analysis of their DDP projects. Doctoral candidates may choose to complete an individual DDP or group DDP. All DDP topics and methods need to be approved by the instructor. This course is a credit (CR) or no credit (NC) course. Students must have passed the comprehensive exam before taking this course. **Prerequisite**: EDOC 7005.

EDOC 8002 Doctoral Digital Portfolio (DDP) II (5)

This course is the sequel of EDOC 8001, which offers scholar-practitioners guidance for completing the Doctoral Digital Portfolio (DDP). DDP is a culmination of knowledge on educational theories, research, and applications in the field. The semester-long course offers lectures, seminar discussions, and learning exchange forums. During the semester-long course, doctoral candidates continue on their research, data collection (if applicable), analysis of their DDP projects, and completion of the DDPs. Doctoral candidates may choose to complete an individual DDP or group DDP. All changes in DDP topics and/or methods need to be approved by the instructor. This course is a credit (CR) or no credit (NC) course. **Prerequisite**: EDOC 8001.

EDOC 8003 Doctoral Dissertation Research and Writing: BCBA-D (1-5)

Students holding active certification as a Board Certified Behavior Analyst (BCBA) work to complete the doctoral dissertation research and write a behavior analytic dissertation. According to the Behavior Analyst Certification Board (BACB) Handbook (2025), “The dissertation must include at least one experimental manipulation. The independent variable must be explicitly operant or respondent in nature, the dependent variable must be sufficiently operationalized, and the problem must be framed using an operant/respondent conceptualization. The experimental criterion may be met with either single-subject or group-design methods. The dissertation must have been published in a public database (e.g., ProQuest)” (p. 69). Candidates may register for 1-5 credit hours at a time per individual need. Candidates may repeat the course to complete 10 dissertation research credit hours. **Prerequisite**: The student must have successfully completed all other doctoral course work, passed comprehensive exams and achieved status of doctoral candidate. Approval of EdD Program Director. Proof of active BCBA certification.

EDOC 8010 Doctoral Project Completion (1)

This doctoral project completion credit (semester long registration) is for students who have completed the ten credit hours of EDOC 8000 or EDOC 8001-8002 sequence and are still making reasonable progress in their dissertation or doctoral digital portfolio. The course will keep the students active in the system and it can be repeated during the seven years' program window. The course will be registered with the dissertation chair or the Ed.D. director. The instructor(s) will assess the student's performance with CR/NC. **Prerequisite**: The student has completed 10 credits of EDOC 8000 or the two-course EDOC 8001-8002 sequence.

EDOC 8020 Publication of Doctoral Project (0)

EDOC 8020 is a zero-credit course for the completion and publication of the EdD Dissertation or Doctoral Digital Portfolio (DDP). This is to ensure that the dissertation students complete the submission to ProQuest after their Oral Defense. DDP students will complete the submission of the DDP to a designated repository. This is a pass (CR) or fail (NC) course. The completion will be marked by the EdD director. **Prerequisite**: EDOC 8000 or EDOC 8001 and EDOC 8002.

EDTC - Educational Technology

Course Descriptions

EDTC 5290 Video Production for Teaching and Learning (3)

This course enables participants to plan, design, script, produce, edit and present videos. Emphasis is on classroom lesson designs and teaching-learning applications. The course focuses on teachers making videos for instructional presentations and students making video for creative writing/storytelling, reporting research, and assessment of learning.

EDTC 5334 Instructional Coaching in a Remote Environment (3)

This course will introduce students to the various roles of instructional coaching in a remote environment. Best practices regarding creating engaging and remote student-centered lessons, collaborative hands-on activities, and problem-solving projects will be addressed. Students will explore constructivism and other learning methodologies and how they inform a personal learning philosophy.

EDTC 5460 Curriculum Design Technology Apps (3)

This course is designed to help individuals and educational leaders plan learning experiences for the use of technology in the curriculum. Topics included are technology in the classroom, research regarding learning, models of curriculum design, and methods of evaluation. Educational leaders will explore issues of equity in schools and how to mitigate those inequities. They will also design a differentiated curriculum, a curriculum plan for their particular content area or for a school, while integrating technology into the student learning experience. Evaluating software packages for use within the curriculum is required.

EDTC 5633 Adult Learning and Technology (3)

This class focuses on two specific areas of teaching and learning: adult learning methods and the use of technologies appropriate to environments that engage adult learners. While the material covered in this course will deal with good practices in the teaching of adult learners, it will also provide sound methodology as the

focus is on individualizing education and creating relevance in course materials specific to immediate needs.

EDTC 5823 Designing an Online Course (3)

This course will engage students in building an online course using online software and Learning Management Systems (LMS). Current curriculum and instructional design principles will be utilized. The focus is on curriculum building for a single course.

EDTC 5830 Collaboration and Learning in a Virtual Environment (3)

Students will develop collaborative and communication skills in using videoconferencing such as Zoom, Google Meet, and Teams, in support of learning and professional development. The focus of this course will be to access and share global resources to attain professional goals.

EDTC 5840 Designing an Online Curriculum (3)

This course will engage the student in designing a virtual school curriculum using current curriculum and instructional design principles. The focus is on curriculum building for an entire virtual school. **Prerequisite**: EDTC 5460.

EDTC 5900 Technology, Ethics, and Society (3)

This course will engage social ethics in response to its impact on the developing technologies of global societies, districts, and schools. Students will explore the relationship of technology through various philosophical and/or moral perspectives. This course will assist students in exploring their implicit values as they relate to technology.

EDTC 5995 Final Program Survey (0)

All educational technology MET students are required to register for this zero credit hour course during their final semester. Students complete a program evaluation survey about their participation in the educational technology program. For specific guidelines see the EDTC Coordinator. This course is graded on a credit/no credit basis only.

EDTC 5996 Digital Portfolio (3)

In this course students will demonstrate mastery in educational technology by creating a digital portfolio to demonstrate program goals and international technology coaching standards. Students will apply learning competencies with international technology facilitation and coaching standards. Discussion topics related to emerging learning technologies such as Blockchain, Gamification, Digital badges, Internet of Things (IOT) and Artificial Intelligence (AI) in learning will also be explored.

EDUC - Education

Course Descriptions

EDUC 5210 In-Service Education (1-4)

Webster offers various graduate in-service courses that are not part of the existing curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. **Prerequisite**: Prior approval of the advisor.

EDUC 5410 In-Service Topics (1-4)

In-service courses provide degree-seeking students with practical applications of current research and methodology. These courses require the advisor's approval (prior to enrollment) to be included in the student's graduate program. May be repeated for credit if content differs.

EFGS - Education for Global Sustainability

Course Descriptions

EFGS 5000 Foundations of Global Sustainability (3)

This course traces the historical and theoretical development of the concepts of sustainable development, global sustainability and the sustainability mindset. Practical concerns about economic, social and technology development and their impact on planetary ecosystems including human socio-cultural systems are examined. Emphasis is placed on how to support learning about global sustainability.

EFGS 5200 Independent Study (1-3)

Graduate students with special interests in education for sustainability may request that a member of the faculty supervise an independent study. Together the student and faculty member decide the content of the independent study and the criteria for assessment. In no case can an independent study be set up when an existing course already covers the subject. May be repeated for credit if content differs. May be repeated for credit (limit 6 hours for certificate). **Prerequisite**: Must be degree-seeking.

EFGS 5260 Topics in Education for Global Sustainability (1-3)

This course provides candidates with practical applications of contemporary research and methodology to improve classroom effectiveness while considering the goals and concepts of sustainability. The specific topic of this course will change depending on the instructor, but will always help teachers to better under-stand the relationships between a healthy natural environment, economic stability, and social justice. Different topic designations may be repeated for credit.

EFGS 5410 In-Service Topics (1-3)

In-service courses in EFGS are designed to provide students with practical applications of contemporary research and methodology to advance sustainability and global citizenship in P12 schools.

EFGS 5430 Sustainability Leadership: Transitions and Change (3)

Participants will explore the skills needed to lead others toward a sustainability-oriented school and community. We will study leaders of school reform and community involvement, generate strategies for sustainability education, and learn how to initiate change with professional strategies. Participants will evaluate themselves as leaders and learn the skills needed to lead effectively and with integrity. **Prerequisite**: EFGS 5000 or permission of the program coordinator.

EFGS 5740 Economics: Choices and Challenges (3)

Designed to assist teachers in preparing students for consumer education, this course explores significant ideas concerning how and why one should become aware of issues in modern consumerism.

EFGS 5900 Reflections and Next Steps (0)

After 18 hours of a variety of courses, this final course will complete the university certificate in EFGS. **Prerequisite**: EFGS 5000 or permission of the program coordinator.

ENMG - Environmental Management

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 additional environmental management courses. The topics of law, compliance audits, accounting, land and water resources, air quality, waste management, and pollution control are included in this course.

ENMG 5100 Environmental Law (3)

This course reviews the substantive law concerning the enforcement of federal and state environmental laws as well as process for imposing or avoiding liability. Topics to be covered include hazardous waste, toxic torts, environmental cleanup programs, and federal regulations. **Prerequisite**: ENMG 5000 or approval of waiver by the instructor.

ENMG 5200 Environmental Regulations and Compliance Auditing (3)

This course continues Environmental Law and also studies the compliance auditing issues that management of environment must encompass to meet the various regulations. Case studies are also used for the research of topics in compliance auditing. **Prerequisite**: ENMG 5100.

ENMG 5300 Environmental Accounting (3)

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

ENMG 5400 Environmental Sustainability (3)

This course introduces students to the fundamental principles, concepts, and knowledge in the area of environmental sustainability relative to the impact that our current lifestyles and population trend have on the attainment of a sustainable society. A primary goal of the course is to present opportunities to analyze specific environmental issues related to sustainability and to reflect upon how and to what extend society's behaviors impact the problem and the potential for individual change and civic engagement.

ENMG 5410 Environmental Ethics and Decision Making (3)

This course is an advanced study of environmental issues from a moral and philosophical approach. This course explains the relationship between humans and their environment and raises the question of the role an individual plays as a citizen of a global society.

ENMG 5420 Natural Resource Management and Sustainability (3)

This course focuses on natural resource management and how it relates to sustainability. Students will be introduced to natural resource management with an emphasis on recognition, inventory, usage, and conservation. The primary viewpoint will be that of the United States, but global natural resource issues will be discussed as well.

ENMG 5430 Energy Policy and Sustainability (3)

This course introduces students to the fundamental principles, concepts, and methods of energy and environmental sustainability, including renewable/alternative energy and emerging technologies. The course explores the origins of energy sources and the principles underlying their use and evolution into their present forms. The course examines the nature and scope of energy and resource problems and investigates ideological, political, and institutional forces that shape policy-making and implementation.

ENMG 6100 Management of Land and Water Resources (3)

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

ENMG 6110 Management of Air Quality (3)

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

ENMG 6120 Waste Management and Pollution Control (3)

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

ENMG 6200 Environmental Risk Management and Strategies (3)

This course integrates the types of information used for environmental management, including scientific, engineering, economic, and congressional information, into a final project. Methods used for retrieval of information will include online resources, use of bibliographical indexes to obtain the most current information for the student's final project. **Prerequisite**: Completion of all other required courses for the MS in environmental management.

ENTR - Entrepreneurship

Course Descriptions

ENTR 5000 Entrepreneurship Process, Methods and Innovation (3)

In this course students will gain insight into how entrepreneurs start businesses or become self-employed and investigate the unique innovation mindset that often accompanies a successful venture. Through engaging lectures and hands-on projects, students will explore their start-up ideas. Students will also discover how entrepreneurship processes and methods function and use them to develop their new venture feasibility plans.

ENTR 5200 Corporate Entrepreneurship (3)

Thinking and behaving as entrepreneurs within corporations is essential for any successful career. This course portrays techniques on how to think and act like entrepreneurs. Entrepreneurial behaviors within corporations that offer incentives to employees to promote entrepreneurial thinking are examined. Attendees will develop a workflow understanding of how entrepreneurs think and act by conducting corporate situational analysis. The entrepreneurial mindset is explained and students will develop a corporate entrepreneurial action plan.

ENTR 5220 Arts Entrepreneurship (3)

An arts entrepreneur can be defined as an individual who develops his/her passion for the arts into an entrepreneurial or self-employment opportunity. This course builds on the imaginative mindset utilized by artists and creative thinkers to operationalize their passions. Knowledge, skill sets and abilities to effectively negotiate the common space that bridges business and the creative arts are developed. This course also provides a framework for students inventing a pathway for practicing their artistic passions as arts entrepreneurs.

ENTR 6000 Entrepreneurship Capstone (3)

The entrepreneurship capstone focuses on bringing innovative ideas to fruition within a corporation. Students engage in activities that foster entrepreneurial actions to achieve competitive advantage and sustainable corporate goals. Students conduct entrepreneurial assessments within corporations, explore corporate entrepreneurial models and develop social enterprise capabilities within corporations. **Prerequisites**: ENTR 5000, ENTR 5200, MNGT 5960 and NPLR 5210; or consent of the instructor or department.

EPSY - Educational Psychology

Course Descriptions

EPSY 5060 Psychoeducational Assessment I (3)

This course introduces the conceptual, ethical, and legal issues related to psychoeducational assessment of children and adolescents. Graduate students explore the use of assessment methods to evaluate the assessment of learning, learning difficulties, and student achievement. Topics include descriptive statistics, measurement, and the assessment methods used in standardized achievement tests as well as general guidelines for selection of types of assessment methods for individual children (e.g., standardized test, direct observation, questionnaire, interview). This course is focused on academic performance and achievement tests, but connections with other assessments such as intelligence, language, perception, and motor skills tests are also included. Graduate students also explore various academic interventions that result in improved achievement outcomes for students.

EPSY 5150 Resilience and Self-Concept Development (3)

The purpose of this course is to provide theoretical frameworks, specific concepts, and teaching strategies that help enhance student engagement, self-concept development, interpersonal understanding, and psychosocial resilience in the classroom. Graduate students enrolled in this course gain knowledge of principles and research related to resilience and risk factors for individuals as well as diverse family systems, schools, communities, and cultures. In addition, students will learn about effective crisis prevention and responsive services and multiple ways to promote psychosocial resilience and recovery in children and youth from diverse backgrounds.

EPSY 5350 Intercultural Communications (3)

In order to function effectively in an interdependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education. This course develops skills in self-understanding, listening, and effective communication, interviewing, collaboration, and consultation. The final project for this course culminates is an interview research study of persons from different cultures.

EPSY 5370 Counseling (3)

The focus of this course is the application of major counseling theories, such as psychodynamic, humanistic, and family systems, to an educational setting. Counseling skills, such as empathetic listening, effective communication, and conflict resolution, also will be viewed in the context of the school. Students will learn techniques to diffuse situations with families, teachers, and students in school.

EPSY 5380 Multicultural Counseling (3)

This counseling course is designed to assist students in understanding and valuing multicultural diversity so that they can strive toward becoming a culturally competent practitioner. Students will explore aspects of various cultural experiences (i.e., race/ethnicity, socioeconomic class, language preference, sexual/affectional orientation, gender, and religion) as they impact the counselee, counselor, and the counseling relationship. Students will be asked to examine their own cultural background, values, and biases; students will also analyze the impact of those things on them as professionals working in school systems, community centers, educational programs, and social service agencies. Completion of this course will provide students with an understanding of current theories, trends, and issues in counseling special populations. Additionally, this course will provide relevant skills to work with diverse populations as well as strategies for applying the knowledge gained to educational settings, especially schools, pre-kindergarten through twelfth grade.

EPSY 5390 Applied Statistics in Educational Psychology (3)

This course covers the application of basic descriptive and inferential statistics to the fields of education and psychology. Graduate students will work with real data that is relevant to the lives of children and youth in schools; the emphasis is on solving practical problems in school and educational psychology. Students will develop skills that help them to become thoughtful and responsive evidence-based practioners who know how to provide assistance in schools for analyzing, interpreting, and using empirical foundations for effective practices. Students will learn how to incorporate data collection, measurement, analysis, accountability, and use of technology resources into research and program evaluation. Students will become familiar with Webster University's IRB and they will participate in a collaborative applied research project.

EPSY 5816 Advanced Child Development (2-3)

Child development is the scientific study of the physical, cognitive, social, and personality changes that occur throughout the childhood years. This course is based on recent research in education, psychology, and child development that aids the educator in guiding learning activities of children of preschool age through early adolescence. Students enrolled in this class will learn how to modify instruction to meet the developmental needs

of all children. Issues of diversity in child development, especially multicultural/international perspectives and inclusion strategies, are also examined.

EPSY 5880 Psychology of Memory, Learning and Problem-solving (3)

Students examine current research concerning cognitive psychology, memory, reasoning, problem-solving, and learning systems. Emphasis is placed on studying metacognitive strategies and the development of expertise.

EPSY 5890 Psychology of Stress (3)

This course focuses on the biological and psychological foundations of stress. Graduate students learn about the physiological pathways active during human stress experience and the processes by which chronic stressors effect disease and other conditions. They learn about international and multicultural variations in behavior, stress and health. Students learn about several relaxation and cognitive "reframing" techniques to manage personal stress and they develop personal stress management plans. In addition, specific techniques for handling school- and classroom-related stressors and tensions are examined as well as evidence-based to promote social-emotional functioning in these settings.

EPSY 5892 Psychology of Racism/Antiracism (3)

The concept of unalienable rights and all persons being created equal is a myth, particulary within the structural racism of the United States of America, as disparities continue to exist particularly as it relates to race/ethnicity. Given that oppression impacts structural system, such as education, healthcare, employment and housing. This course also will address the intersectionality of race with gender, sexual orientation, religion/spirituality, ableism, age and socioeconomic status.

Race and racism are often topics that are avoided due to discomfort. However, through the educational system oppressive factors impact how racial/ethnic minorities are taught and treated in schools as well as other institutions. Educators are in a unique position to learn to recognize the psychology of oppression and teach from an anti-racism lens. This course will outline factors related to forms of oppression including historical oppression and internalized oppression. Students will learn how to identify and articulate safe and effective ways to discuss oppression and anti-racism in the classroom. **Prerequisite**: EPSY 5350.

EPSY 5911 Social and Personality Development: School Psychology (3)

The content of this course focuses on the theories that explain the growth of social concepts (e.g., responsibility, sharing, friendship, rules, sex roles), the development of values and conscience, and the emerging personality of children and adolescents. This course considers the complex interactions among factors influencing developmental trajectories and both "normal" and "abnormal" development. The course presents different approaches to understanding and conceptualizing developmental psychopathology and explores ways of working with children and youth to enhance their psychological well-being and their healthy emotional, social, and adaptive skills development.

EPSY 5918 Data-based Decision-making in Education and Multi-Tiered Systems of Support (3)

In this course, students will learn the advantages of progress monitoring, how to make data-based decisions to shape instruction, how to develop and improve problem solving teams, how to utilize and support multi-tiered systems, and ways to integrate academic and behavioral supports to maximize student success. This course will provide an overview of conceptual and practice concepts related to Multi-Tiered Systems of Support (MTSS) including Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI).

EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3)

This course examines the leadership roles of school psychologists in analyzing behavior in school context, consulting with schools, developing the human capacity of their organizations and effecting positive change. Leaders need to create a collaborative, positive work culture within their school environment to promote student's diverse intellectual academic and social-emotional needs and ensure that all learners can reach their potential. Topics in this course include systems thinking, the psychology of leadership, program planning, curriculum design, staff development, grant writing, group dynamics and community relations.

EPSY 5952 Children, Trauma and Crisis Intervention (3)

Students enrolled in this course will research and debate the psychological impact of trauma on children. Topics include the impact of community violence on the lives of young people. How war or the threat of war affects children's development is also studied. Students will learn skills that enhance learning, mental health, safety and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response and recovery. Students will contribute to, design, implement and/or evaluate prevention programs that integrate home, school and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families. Students will learn about conflict resolution strategies and discover how a crisis can be transformed into an opportunity to foster hope and resiliency in children and youth. Students will critically evaluate anti-bullying curriculum and school-wide prevention programs such as the PREPaRE Curriculum. Students will learn ways to respond to culture and context and to promote peaceful and safe classrooms and schools. In addition, students will receive a certificate in Prevention and Preparedness: Comprehensive School Safety Planning.

EPSY 5953 Historical and Psychological Perspective of Identity Development/Whiteness (3)

This class investigates whiteness (Who is white?) and the way definitions of whiteness have changed through history. How can the construction of whiteness as a category help us understand the racial identities of figures like Eminem? Barack Obama? We proceed chronologically from slavery and end with the Black Lives Matter movement. This course will explore issues of identity politics, race, privilege and ethnicity; this course emphasizes important critical reading and thinking skills. Students explore various constructions of racial identity — biological, cultural and political — and discuss the history of shifting ideas about what race means. **Prerequisite**: EPSY 5350.

EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3)

Students examine theory, research and skills related to assessment and cultural diversity. Structured as a seminar, discussions include professional issues in psychoeducational examination, testing and assessment issues, techniques with regard to multiculturalism, and cultural differences, reviews of past discriminatory practices that have unfairly influenced the assessment of learning, recommendations for modifying traditional assessment procedures, and ways to stress children's cultural strengths rather than their cultural deficits. Students will also gain knowledge and improve personal skill levels in the areas of multicultural assessment in order to serve gifted and talented learners from diverse linguistic, geographic, economic and cultural backgrounds.

EPSY 5995 Race in Education (3)

Many of us believe that education is the great equalizer, that hard work and perseverance can lead an individual out of poverty and beyond the barriers of race, gender and economic based oppressions. This belief embedded within the American Dream proposes education can move families out of the working class and into a middle class and prosperous lifestyle. Race in Education offers a historical and cultural context for understanding how inequality plays out in schools and provides educators with the skills and confidence to lead more excellent, equitable schools. Students will learn to recognize structures that perpetuate inequality, address assumptions about how people learn and create opportunities for more children to succeed.

It is more important than ever to develop critical frameworks for making sense of the institutional history, policy climate and contentious realities of teachers and students within U.S. public schooling. To set the context for analyzing these experiences, we will consider larger social issues such as the role schools play in the socialization of young people, and as instruments of social control and social stratification. We will examine how the historical development of public education in the United States has influenced its present form, and take a critical look at some of the current issues and policy debates in education involving the debate over school reform, the school-to-prison pipeline, discipline policies, ethnic studies and affirmative action. These pursuits will ultimately lead us to consider ways in which the problems facing U.S. schools can be more effectively remedied. **Prerequisites**: EPSY 5350, EPSY 5890 and EPSY 5953.

EPSY 6000 Advanced Graduate Certificate Project (3)

The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. These projects are based on applied field research at the student's own workplace or practicum placement. Projects may be professional presentations, case studies, or professional articles. Examples of final projects include a presentation for professional organization, a case study that emphasizes linking assessment and intervention, or a research project that might be published in professional journal. **Prerequisites**: EPSY 5892, EPSY 5953 and EPSY 5995.

EPSY 6036 Psychoeducational Assessment II (3)

This course is designed to provide school psychology students with skills in administering, scoring, and interpreting individual assessment instruments, especially intelligence tests. The skills acquired through this course will provide students with a solid foundation in these areas of assessment of cognitive functioning, a foundation upon which their subsequent clinical experience and expertise can be established. Interpretation focuses on the information provided by the instrument(s) administered and how this information fits into a total assessment battery. Students should be prepared to agree to and sign Applied Educational Psychology: School Psychology Handbook, the ISPA Code of Ethics, National Association of School Psychologists Principles for Professional Ethics (2010), join Missouri Association of School Psychologists, and complete an introductory course in psychoeducational assessment such as EPSY 5060. School psychology students should take this course in conjunction with EPSY 6103 Practicum in Advanced Psychoeducational Assessment and Intervention (1).

EPSY 6037 Mental Health in Schools: Assessment and Intervention (3)

This course is designed for school psychology students and provides an overview of assessment and intervention for mental health disorders among children and adolescents in school-based settings. Assessment, evaluation, and diagnosis of emotional and behavioral disorders are explored with special attention given to educational classification systems. Different models of developmental psychopathology are studied and risk and protective factors are discussed. Although this course is more focused of classification, assessment and characteristics of various disorders, best practices in school psychology dictate that assessment practices are linked to interventions. Therefore, school-based prevention and intervention approaches with regard to social and emotional functioning are examined. In addition students will complete a practicum experience that allows them to apply the skills learned in the course within a school setting.

EPSY 6103 School Psychology Practicum I (3)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills within a school setting. This practicum is designed to provide experience administering and interpreting psychoeducational tests. In addition, the student will gain additional knowledge of the special education process and the state plan for special education.

EPSY 6105 School Counseling Practicum (1.5)

Students are required to complete two terms of Practicum. Registration for these two terms of Practicum requires permission of the faculty supervisor and or the School Counseling Coordinator or Counseling Advisor; appendix D and a copy of the site supervisor's license/certificate have to be provided to the faculty supervisor in order to register for this course. Some field experience sites require background checks and/or letters of recommendation for field experience from the University in order to be accepted into field experience. In these instances, it is the student's responsibility to pay for and provide the background check and/or communicate with their faculty advisor to receive a letter of recommendation. The *Practicum Agreement* must be reviewed and appropriate appendices signed by the student and the practicum site supervisor and submitted to the school counseling coordinator or practicum faculty supervisor to be approved. **Prerequisites**: COUN 5110, COUN 5840 and COUN 5685.

EPSY 6107 School Psychology Practicum II (3)

This course is the second semester of the school psychology practicum that takes place in a public school setting. Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection and data analysis.

The professional practice of school psychology requires knowledge of varied models and methods of assessment, data collection and data analysis. This practicum is designed to be taken while in a practicum placement in a school setting. This placement will provide additional experience administering and interpreting psychoeducational tests and informal academic assessments. Students will then use that information to recommend appropriate academic interventions. **Prerequisites**: EPSY 6036, EPSY 6103 and EPSY 6200. Concurrent enrollment in EPSY 6200 is permitted.

EPSY 6200 Seminar in School Psychology: Professional School Psychology (3)

This seminar is designed to familiarize students with the roles and functions of the school psychologist in school settings or other alternative service delivery systems. Topics include assessment, consultation, intervention, special education, research, ethics and standards, and the future of education and school psychology.

EPSY 6201 School Psychology: International and Multicultural Perspectives (3)

This seminar is designed to provide international and multicultural perspectives on the roles and functions of the school psychologist. Topics include the following: the international growth in school psychology, cultural diversity, ethical practice, global perspectives, social justice, children's rights, effects of poverty, professional organizations, and the future of school psychology.

EPSY 6202 School Psychology: Case Studies of Exceptional Children and Youth (2)

In this advanced seminar, graduate students explore the psychology of the exceptional child through case studies of children and youth with disabilities and/or giftedness. The case studies include studies of individual children, programs affecting groups of children, and legal cases/professional issues related to educational services for exceptional children. Students acquire advanced skills for determining eligibility for gifted programming and special education services. Special attention is given to cases involving children and youth from diverse ethnic/racial minority backgrounds, who are learning English, who have disabilities, who are gifted, and/or who are twice exceptional.

EPSY 6300 School Consultation in a Global Society (3)

This course provides school psychology candidates with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level interventions in school settings. Candidates will learn theories, models, and processes of consultation. In addition school psychology candidates will learn how to be impact change with administrators, teachers, parents, community and mental health agencies, and students. Consultation within a cross-cultural, international, and ethical framework will be emphasized. Particular attention is given to students with behavioral problems. The majority of this course will be devoted to instruction in skills and strategies required to conduct collaborative consultative services through lecture, applied case work, group work, student presentations, role play, self appraisal, and class discussion.

EPSY 6500 School Psychology Internship I (3)

The purpose of EPSY 6500 School Psychology Internship I is to assist in the preparation of school psychology graduate students for entry into the field. Included are topics and activities in the professional practice of school psychology. The internship provides an opportunity to apply knowledge and skills obtained through coursework, practicum, and other training experiences full time while under the guidance and supervision of an appropriately credentialed and practicing school psychologist. The school psychology internship is a minimum of 600 hours in this course totaling 1200 hours over the academic year. **Prerequisites**: EPSY 6103 and EPSY 6107

EPSY 6501 School Counseling Internship (1.5)

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in an elementary and/or secondary school setting. Students are required to complete Internship in conjunction with their Counseling curriculum. Enrollment in this course requires permission of the faculty supervisor. **Prerequisite**: EPSY 6105.

EPSY 6502 Secondary School Counseling Internship (1.5)

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in a secondary school setting. Students are required to complete internship in conjunction with the counseling curriculum. Acceptance into a section of internship is only per the certified/licensed faculty supervisor of the course. Hence, enrollment in this course requires permission of the faculty supervisor. If your site has changed since Practicum, a formal Internship Agreement must be submitted to the faculty supervisor before the first week of class.

Students are required to abide by the ASCA *Code of Ethics* (2010) in their internship experience. Violation of ethical code with result in a grade of F in the course and all hours for the term will be lost; and potential dismissal from the program. The internship is graded on the credit/no credit/fail grading option. Additional fees are required of students in this course for professional liability insurance and purchase of recording equipment. Students are required to provide evidence of professional liability insurance to the faculty supervisor prior to seeing clients; insurance form must be in student file.

This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Self-growth experiential activities are a required part of this course. **Prerequisite**: EPSY 6105.

EPSY 6503 Elementary School Counseling Internship (1.5)

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in an elementary school setting. Students are required to complete internship in conjunction with the counseling curriculum. Acceptance into a section of internship is only per the certified/licensed faculty supervisor of the course. Hence, enrollment in this course requires permission of the faculty supervisor. If your site has changed since Practicum, a formal Internship Agreement must be submitted to the faculty supervisor before the first week of class.

Students are required to abide by the ASCA *Code of Ethics* (2010) in their internship experience. Violation of ethical code with result in a grade of F in the course and all hours for the term will be lost; and potential dismissal from the program. The internship is graded on the credit/no credit/fail grading option. Additional fees are required of students in this course for professional liability insurance and purchase of recording equipment. Students are required to provide evidence of professional liability insurance to the faculty supervisor prior to seeing clients; insurance form must be in student file.

This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Self-growth experiential activities are a required part of this course. **Prerequisite**: EPSY 6105.

EPSY 6505 School Psychology Internship II (3)

The purpose of EPSY 6505 School Psychology Internship II is to assist in the preparation of school psychology graduate students for entry into the field. Included are topics and activities in the professional practice of school psychology. The internship provides an opportunity to apply knowledge and skills obtained through coursework, practicum, and other training experiences full time while under the guidance and supervision of an appropriately credentialed and practicing school psychologist. This course serves as the final course in the school psychology internship sequence. The school psychology internship is a minimum of 600 hours in this course totaling 1200 hours over the academic year. **Prerequisite**:EPSY 6500.

FINC - Finance

Course Descriptions

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**: MBA 5020.

FINC 5100 Financial Modeling (3)

The student learns how to model and analyze financial topics in Microsoft Excel. The student understands interrelated topics in corporate finance and investments and can demonstrate this understanding through production of organized, functional three-statement spreadsheet models. These topics include financial statement analysis and forecasting. The student can use spreadsheet models to make effective and efficient financial decisions. There is an additional course fee of $42. **Prerequisite**: FINC 5000.

FINC 5210 Investments (3)

Principles and methods of investing in securities of business and government. This course is a study of practical management of portfolios containing both fixed-income and equity investments. The course will examine the issues in and the procedures for security analysis and portfolio management. The emphasis is on the application of analytical techniques and portfolio management theories for individual investors. **Prerequisite**: FINC 5100.

FINC 5810 Capital Budgeting and Corporate Investment (3)

The student examines the corporate investment decision process which includes working capital management, financial statement analysis, determination of cash flows, risk return analysis, forecasting and asset investment. **Prerequisite**: FINC 5100.

FINC 5830 Institutions and Financial Markets (3)

Students develop a unified framework for understanding financial intermediaries and markets. They examine the structure, regulation and operation of banking and non-banking financial institutions; analyze how central bank operations affect financial institutions; and develop an understanding of money and capital markets, the flow of funds through the economy, and the role of financial and futures markets. **Prerequisite**: FINC 5100.

FINC 5840 International Finance (3)

Course content focuses on the environment in which the international financial manager operates. Students study the risks of doing business overseas and the tools available to minimize those risks. Foreign exchange risk, political risk, working capital management, long-term investments and financing, and accounting and control are examined within this context. **Prerequisite**: FINC 5100.

FINC 5850 Issues in Finance (3)

Current and significant issues in finance are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. **Prerequisite**: FINC 5000.

FINC 5860 Entrepreneurial Finance and Venture Capital (3)

The student examines the challenges of bringing new business and/or products to the marketplace and the strategies involved in obtaining a financing mix for these products. The focus is on designing a capital plan; seeking funds from external sources (such as venture capitalists); and the financing mix needed to make new product promotion successful. The role of the Small Business Administration is discussed.

FINC 5870 Derivatives (3)

This course shows how financial managers can use capital markets technology and explores how derivatives can be used to manage financial risks and position firms to exploit strategic opportunities, reduce financing costs and structure incentives. Students learn the mechanics of options, forwards, futures, and swaps, and study uses of these instruments. **Prerequisites**: FINC 5210, FINC 5880, and BUSN 5760 or equivalent.

FINC 5880 Advanced Corporate Finance (3)

This advanced study of corporate financial analysis and planning includes capital budgeting, cost of funds and capital structure and valuation. Selected topics that may be covered are leasing, mergers, takeovers, business failure, reorganization and liquidation. A combination of problem-solving and case study methodologies is used to illustrate theories and techniques helpful in financial analysis and planning. **Prerequisite**: FINC 5000.

FINC 5890 Financial Statement Analysis (3)

Interpretation, analysis and evaluation of financial reports from viewpoints of creditors, owners, investment firms and others concerned with business strengths or weaknesses. The impact of general business and specific industry situations, behavior of financial markets, credit or lending criteria, and equity investment standards as related to financial statements to determine present and future financial condition are covered. **Prerequisite**: FINC 5100.

FINC 5910 Advanced Investments and Portfolio Management (3)

This course is a continuation and expansion of FINC 5210, which provides an introduction to the area of investments. Focus in this advanced class will be on portfolio theory and management. Additional work on advanced derivatives topics will also be included. **Prerequisite**: FINC 5210.

FINC 6100 Corporate Finance Emphasis Exit Exam (0)

This course is an exit exam for students wishing to complete the corporate finance emphasis as part of their master of business administration degree. The course consists of a comprehensive online exam covering all learning objectives that are part of the corporate finance emphasis. There is an additional course fee of $42. This course is graded on a credit/no credit basis. This course may be repeated. **Prerequisites**: FINC 5100, MBA 5200, FINC 5890 (may be taken concurrently).

FINC 6290 Mergers and Acquisitions (3)

This course will be a final, comprehensive finance offering with a focus on mergers and acquisitions. The course will make use of cases and/or simulations to enhance the real-world applicability of the finance degree and to integrate all previous coursework. There is an additional course fee of $42. **Prerequisite**: Completion of all other required courses for the MS in finance. May be taken concurrently with FINC 5840.

FINC 9950 Travel Course-Issues in Finance (3)

Current and significant issues in finance are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

GCON - Government Contracting

Course Descriptions

GCON 5110 Contracting Management Fundamentals (3)

This course addresses the skills and competencies needed to manage Department of Defense and Federal Government contracts along with fundamental concepts needed to be mastered for success within the Contracting Career Field. The course presents general principles, an overview of the acquisition process and how to conduct research of the various regulations. The soft skills and career skills needed by acquisitions professionals are explained. The Contracting Management Fundamentals course has to be completed with a passing grade prior to taking other GCON courses (GCON 5210, 5310, 5410).

GCON 5210 Contracting Analytics Management (3)

This course focuses on understanding the common, foundational pre-award contracting analytics, competency models, tasks, and principles. The course describes the overarching business considerations and the relationship between government and industry. Students develop skills and acumen with analytics for defining, describing and shaping customer requirements, developing a contracting strategy and an acquisition plan. The execution of and the solicitation development and the release process to successfully meet customer needs are presented. The course introduces fundamental analytics knowledge and practical applications that can be applied immediately in the workplace across the broad spectrum of Department of Defense contracting organizations. **Prerequisite**: GCON 5110.

GCON 5310 Contracting Pre-Award Management (3)

This course addresses the skills and competencies needed for successful pre-award of Department of Defense and Federal contracts. Business considerations and strategies needed to minimize performance risk are presented and described. Proposal analysis techniques are expounded. The competencies career contracting, and acquisitions professionals need to master are illustrated. These competencies include general contracting and negotiation principles, pricing, and cost analysis, planning and selecting best courses of award actions, understanding, and addressing contractor protests are explained. **Prerequisite**: GCON 5210.

GCON 5410 Contracting Post-Award Management (3)

This course includes the basic knowledge and skills required for a new contracting professional to demonstrate initial readiness for a contracting career and in post award contract administration. Effective communication mechanisms for contract execution and awards are described. Quality Assurance guidance and contract performance analysis are expounded. Tools necessary to describe and interpret disputes are explained. Contract termination and closeout methods and techniques are illustrated. **Prerequisite**: GCON 5310.

GERN - Gerontology

Course Descriptions

GERN 5000 Gerontology (3)

This course introduces the student to the gerontology specialty area. The course provides the student with an overview of the psychological, sociological, political and physiological processes related to aging and the elderly. This course includes an examination of basic theoretical perspectives, problems, and the future of gerontology.

GERN 5500 Professional Seminars (1-3)

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

GERN 5600 Economic Issues for Older Adults (3)

This course focuses on the economic issues relevant to middle-aged and older adults. The student examines topics related to pre- and post-retirement planning, such as financial planning, housing options, and legal concerns. Particular emphasis is placed on what gerontology specialists can do to assist middle-aged and older adults in facing later life transitions. The course includes an examination of the economic impact of the older adult on society.

GERN 5620 Physiology of Aging (3)

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

GERN 5630 Psychology of Aging (3)

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

GERN 5640 Management of Programs for Older Adults (3)

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

GERN 5650 Counseling for the Aged (3)

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

GERN 5660 Research and Assessment in Gerontology (3)

The course introduces the student to basic statistical methods, methods of research, and methods of assessment. The research aspect of the course includes the empirical research process, the deductive method, the inductive method, the survey, the field experiment, the field study, and program evaluation. In addition, the student is introduced to the basics of statistics as these apply to research and assessment. Basic research methods in gerontological administration and programming are examined and applied. 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 healthcare industries. Field placement is dependent upon the student's discipline or profession. A formal practicum proposal must be submitted to the program mentor before a student can register for the practicum. Practicum may be repeated for a maximum of 6 credit hours.

GERN 5690 Issues in Gerontology (3)

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

GERN 6000 Integrated Studies in Gerontology (3)

Following the successful completion of the core courses, the student is expected to synthesize and integrate the learning experiences acquired in gerontology and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite:** Completion of all other required courses in this major or permission of the instructor.

GSS - Graduate Success Studies

Course Descriptions

GSS 5000 Graduate Success Studies (3)

GSS 5000 is a 9-week online writing course for graduate students. Students will work on their writing skills as graduate students, including recognizing plagiarism, working with sources, and improving overall writing skills. In this online course, students will learn the writing, critical reading, and research skills required for success in graduate coursework. The course includes a variety of writing assignments that will focus on style and formatting while also addressing individual strategies for research and writing. This course is a credit/no credit course and does not count as an elective.

HCED - Healthcare Education

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 (3)

Students synthesize and integrate learning experiences from previous coursework through an in-depth case study addressing healthcare education issues.

HCLD - Healthcare Leadership

Course Descriptions

HCLD 5230 Legal Issues for Healthcare Leaders (3)

This course will examine legal issues important to healthcare leaders. Legal issues such as labor relations, employment laws, privacy laws, patient rights and risk management will be discussed. Requirements of governmental and accrediting bodies will be addressed.

HCLD 5410 Leadership in Healthcare (3)

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

HCLD 5420 Financial Issues for Healthcare Leaders (3)

This course is based upon financial issues important to non-financial healthcare leaders. The primary focus is on the interpretation and application of basic financial information from a departmental or a general organizational point of view. Topics will include the general goals and functions of financial decision-making, the role of money and financial markets in the economy, financial statement analysis and the budget process. The class will include healthcare leader decision making criteria based upon

the mission and goals of both for-profit and non-profit corporate healthcare delivery organizations.

HCLD 5440 Leadership in Healthcare Practicum I (3)

The practicum course is designed to explore the role of healthcare leader in an organizational or community setting. Students collaborate with faculty and preceptors to examine the role of the healthcare leader.

HCLD 6000 Healthcare Leader Case Studies (3)

Students synthesize and integrate learning experiences from previous coursework through an in-depth case study addressing healthcare leader issues.

HEAL - Healthcare Management

Course Descriptions

HEAL 5000 Advanced Theories and Concepts in Health Care (3)

This course promotes an understanding of the usefulness of models and theories in nursing and healthcare 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 healthcare are developed. **Prerequisites**: Admission to the healthcare management degree program and MNGT 5000.

HEAL 5120 Issues in Health Care Management (3)

The student examines current and significant issues in the healthcare field. Special emphasis is given to new and emerging theories, technique patterns of organization and healthcare delivery systems. Students synthesize and integrate learning from the entire program. The course develops understanding and analysis of factors that determine changes in teaching systems in health professions. Concrete applications (group and individual assignments) are related to training situations experienced by students in their professional lives. May be repeated for credit if content differs.

HEAL 5140 The Law and Health Services (3)

By means of conferences, class discussions and case study presentations, the course gives an overview and critical evaluation of the legal principles of federal and cantonal law on health issues as well as the legislation regarding social and private insurances. Emphasis is placed on current problems (liabilities, patient rights, aids, etc.). Principal elements: the legal framework of health law, the responsibility of health providers, patient rights, current challenges of health law, social insurance, private insurance.

HEAL 5200 Professional Values and Ethics in Health Care (3)

This course focuses on values and professional ethics in human rights issues. Students explore the theories of ethics and the components of those theories. The exploration enables the student to determine a step-by-step model of decision making when confronted with ethical problems.

HEAL 5210 Program Development in Health Care (3)

This course involves step-by-step methods of program development in healthcare. 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 healthcare politics and economics: cost, professional practices and innovations. **Prerequisite**: MNGT 5000.

HEAL 5320 Quality Assurance of Health Care (3)

This course focuses on healthcare evaluation (especially nursing care evaluation). It involves the study of some evaluation instruments, the use of these instruments in an institution and the use of the evaluation results for management. **Prerequisites**: MNGT 5000 and MNGT 5530.

HEAL 6000 Integrated Studies in Health Care (3)

Within this course, the student chooses a change he or she would like to introduce into his or her service, elaborates and implements a research/development project and uses the results obtained. During the study, the student keeps a logbook and studies further any needed information. The student writes a detailed report and justifies the actions undertaken. **Prerequisite**: Completion of all other required courses in this major.

HEAL 6550 Advanced Research in Health Care (3)

Students will complete all the steps of their research proposal, showing congruence between all dimensions of the research process. They will learn to follow the chosen methodology with academic rigor related to data collection, analysis, presenting data synthesis, findings' discussions, showing connections to literature, as well as implications to research and practice in the field of business, leadership and healthcare.

HLTH - Health

Course Descriptions

HLTH 5000 Organization and Management in Health Administration (3)

This course explores the many different methods of healthcare delivery, their respective financing and the implications for managing in different types of health service organizations. Emphasis is placed on the role of the manager in directing and guiding these different types of health service organizations. Program Fee: $42.

HLTH 5020 Organizational Planning and Change in Health Administration (3)

This course identifies the various ways of introducing change in organizations and larger organizational systems as adaptive responses to the external environment. Change efforts at the macro, meso and micro levels of organization are considered. Particular attention is given to the leadership role in health organizations and health systems. Organizational responses to the issues of market changes, managed care, system consolidation and system integration are analyzed.

HLTH 5040 Human Resource Management in Health Administration (3)

This course examines the traditional concerns of human resources management within the health administration field. Particular attention is paid to compensation management, employee recruitment, employee retention, employment policies and the legal environment of human resource management. The various employment arrangements and contracts of physicians, nurses and allied health professionals are discussed.

HLTH 5050 Financial Management in Health Administration (3)

This course emphasizes the managerial aspects of health administration finance that managers need in order to interact with the financial and budgeting systems. The course offers a brief review of different types of accounting systems in health administration. The impact of third-party reimbursement policies are described, including managed care and prospective payment systems. Cost behavior and cost analysis are examined as part of these payment systems. Budget and internal control, including auditing concepts and techniques are introduced as management control techniques.

HLTH 5070 Financial Analysis in Health Administration (3)

This course introduces students to managerial skills that underpin decision making for managers. The following financial methods are presented as decision models: forecasting, capital budgeting and capital access. In addition, the managerial implications of long-term financial planning are considered, including capital investment decisions, equity and debt financing, and lease/purchase decisions. **Prerequisite**: HLTH 5050.

HLTH 5100 Statistics for Health Administration (3)

This course introduces the use of statistical analysis in health administration. The course emphasizes development of the basic methods and underlying concepts of statistics that are used in management decision making and health services research, which include: descriptive statistics, probability, sampling, hypothesis testing, forecasting methods and nonparametric statistics. Statistical applications in epidemiology and health services research are presented.

HLTH 5120 Issues in Health Policy (3)

The student examines significant healthcare 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 healthcare systems.

HLTH 5130 Healthcare Strategy and Marketing (3)

Healthcare administrators are challenged by healthcare marketing for a variety of reasons due in part to the differences between marketing services versus tangible goods or products. Healthcare clinical services needs to be marketed to numerous internal and external stakeholders including patients, physicians, the community and the government. Therefore, issues of patient satisfaction, patient's retention and physician and other medical staff satisfaction are critical to any healthcare organization's marketing program. **Prerequisite**: HLTH 5000.

HLTH 5140 Health Administration Law (3)

The course introduces the law and legal processes that affect health administration. The course presents an overview of legal principles concerned with torts, contracts, and liability in health administration, including the legal standing of individuals covered by various types of health administration. Legal elements of labor relations in the healthcare field and the legal obligations and malpractice law are discussed as they apply to health professionals.

HLTH 5150 Process Improvement in Health Administration (3)

This course is designed to provide graduate students studying health administration with a working knowledge of performance tools, current quality measure and patient safety issues. Healthcare organization fully recognized that incorporating quality improvement in an organization's vision, mission and operations can enhance processes, prevent failure, improve quality and enhance patient experiences. **Prerequisite**: HLTH 5100.

HLTH 5160 Health Informatics (3)

In today's increasingly complex healthcare market, managing patient information and data focuses on organization objectives such as improving patients care, delivery of services, sharing of lessons learned and integrating continuous quality improvement. This graduate course offers an overview of the field of health informatics. The students will gain a fundamental knowledge of the concepts of health informatics and how information technology can be used to improve the delivery of healthcare services.

HLTH 6000 Integrated Studies in Health Administration (3)

This course requires that the student synthesize and integrate the knowledge gained through the health administration management curriculum. This may be accomplished by means of an overarching management construct, such as health administration strategy, health administration cases, or through analyzing the health administration literature and delivering oral presentations or writing critical papers on this review. Program Fee: $42.

HRDV - Human Resources Development

Course Descriptions

HRDV 5000 Introduction to Human Resources Development (3)

This course introduces the area of human resources development. The objective of the course is to expose students to the breadth of human resources development topics. The primary topics are training and development, career management, and organizational development and change. A wide variety of secondary topics may also be covered in this course, including learning principles, evaluation of human resources development interventions, employee orientation and socialization, performance management and coaching, diversity, and employee counseling.

HRDV 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in human resources development. The professional seminar supplements the core and graduate elective courses in the area of human resources development by focusing on issues of current and special interest. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study.

HRDV 5560 Group Development and Change (3)

Effective groups and teams are critical in modern organizations, yet there are often dysfunctional dynamics and processes within the group. This course teaches the fundamental concepts relating to group dynamics, group decision making, and interpersonal conflict. The course also introduces students to different types of group-level interventions designed to improve group performance. The course also applies this conceptual knowledge to common group problems.

HRDV 5570 Planning Organization Development Programs and Interventions (3)

This is an elective, advanced course in organization development in which students will learn to design and implement programs and interventions used in organization development. The course builds professional skills by having students learn a variety of conceptual models and intervention methods used in organization development, and then applying that knowledge by analyzing organizational problems and proposing effective OD programs. **Prerequisite**: HRDV 5630.

HRDV 5610 Training and Development (3)

Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations, make training and development an increasingly important topic in human resources development. In this course, the student will learn how to 1) identify training and development needs through needs assessments, 2) analyze jobs and tasks to determine training and development objectives, 3) create appropriate training objectives, 4) design effective training and development programs using different techniques or methods, 5) implement a variety of different training and development activities, and 6) evaluate training and development programs.

HRDV 5620 Interpersonal and Organizational Communications (3)

Students in this course investigate the phenomenon of communication. Students learn the dynamics of the process of communication; the skills required to achieve successful communication; the importance of effective communication in work situations; methods of evaluating communication problems in the workplace; and methods for increasing productive communication in the workplace. The course affords students opportunities to explore a variety of personal and organizational methods of enhancing communication.

HRDV 5630 Organization Development and Change (3)

Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, inter-group, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes.

HRDV 5660 Issues in Human Resources Development (3)

Current and significant issues in human resources development are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. May be repeated for credit if content differs.

HRDV 5680 Ethics, Values, and Legal Issues in Human Resources Development (3)

This course introduces the student to the various theories concerning values and human acquisition of values. Students explore personal value systems and how these systems influence their behavior and the behavior of others. Students examine ethical standards that can relate to human resources development and how these standards can affect actual workplace situations. This course investigates selected legal issues and situations that relate to the practice of human resources development.

HRDV 5700 Career Management (3)

Career management is the process through which individuals and organizations jointly plan, guide, direct, and influence people's careers to meet the individual's and the organization's future needs. This course introduces students to current ideas about how organizations and individuals are trying to manage the problems created by the new rules of the workplace through career management.

HRDV 5710 Diversity in the Workplace (3)

This course provides the student with foundational information concerning our multicultural society. Students explore the importance of learning to understand cultural similarities and differences and how this information relates to the workplace. The major subcultures are investigated in a workshop format. The second half of this course provides a specific investigation of social issues that are of current importance to the workplace.

HRDV 5750 Research and Assessment Methods in Human Resources Development (3)

This course introduces students to basic descriptive and inferential statistics, research principles, sampling designs, survey methodologies, and simple experimental and quasi-experimental designs. The course also introduces students to other assessment methods used in human resources development, such as learning assessments, performance evaluations, and program evaluation. Cross-listed with GERN 5660.

HRDV 6000 Integrated Studies in Human Resources Development (3)

The student is expected to synthesize and integrate the learning experiences acquired in human resources development and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of all other required courses in this major.

HRDV 9950 Travel Course-Issues in Human Resources Development (3)

Current and significant issues in human resources development are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs. This course includes a mandatory short-term travel component.

HRMG - Human Resources Management

Course Descriptions

HRMG 5000 Managing Human Resources (3)

This course is a comprehensive view of personnel policy development with emphasis on the interdependence of personnel and operating functions. Students analyze personnel functions of recruitment, development, training, compensation, integration into the workforce, and maintenance of personnel for the purpose of contributing to organizational, societal, and individual goals.

HRMG 5660 Issues in Human Resources Management (3)

Students examine current and significant issues in human resources management. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Topics such as cultural diversity, global competition, organizational downsizing, and self-directed work teams are covered. May be repeated for credit if content differs.

HRMG 5690 Workforce Retention and Transitions: Theory and Practice (3)

This elective course examines the concepts relevant to the development and maintenance of a loyal, satisfied, and productive workforce. This course will illustrate how human resources management practices affect workforce retention and transitions. After reviewing theories of employee motivation, organizational commitment, job satisfaction, and withdrawal cognition, students will examine common organizational strategies and practices for retaining valuable human resources. Students will learn methods for assessing the causes of employee turnover and transfers, how to maximize the retention of good employees, how to design fair and effective layoff or reduction in force policies, and how to design and implement promotion, succession planning, and transfer programs in organizations. This elective course builds upon and supplements the core human resources management courses. **Prerequisite**: HRMG 5000. It will be helpful to have completed HRMG 5800 as well.

HRMG 5700 Employment Law (3)

This course provides an overview of legal issues affecting human resources management. It focuses on the impact of law on individuals in organizations, recognition of legal problems, and the legal impact of human resource decisions. The course content includes laws, regulations, and court decisions covering labor-management relations.

HRMG 5800 Staffing (3)

This course introduces students to the basic principles and techniques of staffing the workplace. Students will be introduced to basic and intermediate level theories and strategies utilized in staffing, planning, recruiting, and selection. Topics covered include: job analysis, recruitment, selection, and performance assessment. **Prerequisite**: HRMG 5000.

HRMG 5920 Compensation (3)

This course addresses tangible and intangible compensation and the use of compensation to motivate and reward employee performance. The course also covers job analysis, job description, and job evaluation on the basis of compensable factors as well as designing an equitable pay structure. In addition, students analyze the influence of unions and government in determining the compensation of the labor force, including compensation of both hourly workers and managerial employees. **Prerequisite**: HRMG 5000.

HRMG 5930 Labor-Management Relations (3)

Students examine legislation concerning labor-management relations and focus special attention on contract negotiations, contract administration, and the creative resolution of employee-management differences in the context of a formal contract. The course focus is on employee relations characterized as being outside of a negotiated agreement.

HRMG 5960 Employee Benefits (3)

"Employee benefits" refers to compensation other than wages and salaries, such as health insurance, social security contributions, pensions and retirement plans, vacations, and sick days. This course introduces the "how and why" of employee benefits to students who are, or wish to be, in human resources management. First, the course introduces students to the entire range of employee benefits commonly used in the workplace. Second, the course will help students analyze employee benefits programs and identify the critical issues associated with different types of benefits. As an introductory course in benefits, this course does not cover in detail the tax consequences of different types of benefits or the Employee Retirement Income Security Act (ERISA). This elective course supplements the Compensation (HRMG 5920) core course. **Prerequisite**: HRMG 5000.

HRMG 6000 Integrated Studies in Human Resources Management (3)

The student is expected to synthesize and integrate the learning experiences acquired in human resources management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of other required courses in this major.

HRMG 9950 Travel Course-Issues in Human Resources Management (3)

Students examine current and significant issues in human resources management. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Topics such as cultural diversity, global competition, organizational downsizing, and self-directed work teams are covered. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

HRTS - Human Rights

Course Descriptions

HRTS 5000 Introduction to International Human Rights (3)

This course introduces students to the philosophic and political background of the concept of human rights. Key components include discussion of the history, documents, theories, issues, institutions, ethical debates and current problems in human rights.

HRTS 5200 Research Methods and Approaches to International Human Rights (3)

An overview of the methods and analysis used to examine human rights abuses, as well as a resource for sources databases, and other material on human rights. Students will learn to analyze and conduct research, write research proposals and analyze existing research.

HRTS 5300 Advocacy, Fact Finding and Outreach (3)

This course provides the theoretical understanding and practical skills of human rights advocacy, fact-finding and outreach. The class will analyze the process which creates domestic and international awareness regarding human rights issues from fact finding to effective lobbying.

HRTS 5350 Gender and Human Rights (3)

This course examines the gendered nature of victimization and human rights abuses. Students will analyze the effect of women's differential position in the social structure, including their legal status and political representation. Students will study various topics, such as the gendered aspects of public policy and human rights law; the militarization of society; the gendered conduct of war and wartime activities; and the impact of gender on the aftermath of war, conflict prevention, peacemaking and peacebuilding.

HRTS 5400 Human Rights Diplomacy in Practice (3)

At the heart of International Relations, Diplomacy and Human Rights, lie human relations which are based on strong interpersonal skills, inter-cultural prowess and emotional intelligence. Any individuals working in these fields not only posess a strong knowledge base of their field area, but are also well-trained negotiators, leaders and public speakers able to operate in any culture and under any emotional or cultural constraint.

This module provides students with the unique opportunity to build the key skills necessary to succeed in the area of international Human Rights and International relations. The sessions will be taught by recognized UN experts and will blend theory and practice through the use of case studies, real-life examples, group discussions and activities and simulation exercises.

HRTS 5450 History of Human Rights (3)

This course explores the historical development of international human rights as theory and practice, with particular focus on the contributions of the Enlightenment, the French Revolution and the anti-slavery movement to universal ideals of human rights, World Wars and anti-colonial struggles and the United Nations Declaration on Human Rights.

HRTS 5500 Environmental Law and Human Rights (3)

This course aims at offering an overview and areas for discussion on the interlinkage between human rights, environmental law and international law, notably through the review of issues such as the Anthropocene, ecological solidarity, climate change, sustainable development, rights to a healthy environment, to participation and information, responsibility and accountability for human and environmental abuses.

Human beings, all over the world, are facing common and tremendous environmental challenges, Global warming, climate change, water scarcity, pollution, desertification, harm to biodiversity...and the list goes on. At the age of the Anthropocene era, humankind's urgent need to address such challenges requires the use of every legal tool at its disposal. If the machinery of international environmental law is obviously highly relevant, international human rights law also offers a great potential to address the effects of environmental degredation through the empowerment of peoples and individuals to defend the interest of both human rights and ecosystems. The establishment in 2012 of John Knox as the first Independent Expert on Human Rights and Environment by the UN Human Rights Council was an important milestone of this recognition. The course offers to students a unique opportunity to develop expertise on the interlinkage between environmental law and human rights law as tools to be jointly used to alleviate or mitigate unsustainable development and prevent and protect environmental degredation and human rights violations.

HRTS 5540 Business and Human Rights (3)

The business has a tremendous impact on human rights, both positive and negative. Business can be a transformative force for good - make available jobs and wages, build infastructure and promote innovation. However, sometimes, those jobs exploit, infastructure is built through corruption and innovation is damaging the environment leaving the hosting community to pay a bill. Globalization has created enormous opportunities for business; the power of the corporate sector has rapidly grown and the power relationship between States and the corporate world has shifted. The revenues of the world's largest multinational companies exceed the gross domestic product of host countries, multinationals have a global reach that is not enjoyed by many countries and private companies are increasingly delivering services that were traditionally a domain of governments, such as education, security, healthcare or prison service. The examples of the harmful corporate impact on human rights are well known and documented, including issues of protection of privacy, to name just a few. In addition, many governments lack the will or capacity, or both, to protect the basic rights of their own people. This creates an additional challenge for companies to adjust to a much larger role — financially, socially and politically — than they have ever played or are comfortable playing.

How has the international community addressed this complex situation to ensure the protection of human rights from an adverse impact of corporate operations? Is a traditional State-based regime of international law fit to respond to that challenge? What initiatives have been taken at international, regional, and national levels, and how have they been effective? What specific human rights concerns are likely to arise due to corporate activities and what are currently the main issues? How can business address the human rights challenges they face in a competitive business environment?

HRTS 5550 Advanced Protection of Human Rights (3)

Through the examination of concrete human rights cases and situations, the course will offer an overview of the main international, regional and domestic form that aim at protecting and promoting human rights.

With the nine core human rights treaties and the different regional human rights treaties, the normative enunciation stage of human rights is quite complete. This course aims at examining the other stage for human rights: once universally or regionally enunciated, how are human rights protected? How are massive human rights prevented? How are human rights promoted? Through the review of human rights protection mechanisms (UN Charter-based bodies, treaty bodies, regional bodies, international criminal courts, domestic courts) and selected human rights concrete cases, this course offers a unique opportunity to develop an expertise on the wide variety of human rights protection mechanism and to acquire basic competency in legal writing and research.

HRTS 5600 International Human Rights Law and Organizations (3)

This course reviews core legal documents and the work of the most important governmental and nongovernmental institutions currently involved in human rights protection and promotion. Students will examine important issues in current political and ethical debates about human rights and current problems in human rights protection.

HRTS 5610 International Humanitarian Law (3)

This course covers the history, development, scope and purpose of international humanitarian law and its basic principles, including protection of the defenseless in war, restrictions on the conduct of hostilities, the law of non-international armed conflicts, the problem of supervision and repression and collective responsibility for the implementation of humanitarian law.

HRTS 5620 International Criminal Law (3)

This course explores international criminal law as applied by national and international courts. There is a particular focus on the critical discussion of the substantive and institutional impacts of the system, its history, principles and the relationship between major actors.

HRTS 5660 Social Movement and Human Rights (3)

The course explains the intrinsic connection between human rights and social movements by focusing on the historical developments of human rights activism in the 20th and 21st-century world. Topics include a broad range of NGO activism and different types of movements against political and social injustice, racial discrimination, modern-day slavery, discrimination of women, environmental injustice, etc. Students conduct original field studies of past and contemporary human rights activism, acquiring critical skills and analytical tools for the comparative interpretation of social movements and human rights in the international arena.

HRTS 5680 Islamic Law, Culture, and Human Rights (3)

The course will offer an overview of the interplay between Islamic cultures and legal standards and the main current human rights

principles, standards and practices on a selection of topics. The question of whether Islam and universal human rights are compatible has been more and more raised both by academics and the media. Current media covering topics in Islamic societies tend to focus on conflictual aspects, notably through the coverage of awful abuses committed by ISIS or Boko Haram (massive killings, be-headings, polygamy, slavery...) Far from the common fantasies and prejudices, the purpose of this course is to offer a unique opportunity for students to discover the fascinating legal order settled Islam. Through the selection of relevant and crucial topics, such as freedom of religion, gender, sexual orientation, freedom of expression, the course also offers an opportunity to develop an expertise on the interactions and sometimes tensions or conflicts between Islamic standards and culture and universal human rights standards.

HRTS 5800 Issues in International Human Rights (3)

The students will examine important issues in current political and ethical debates about human rights in the domestic and international sphere. Topics may vary. May be repeated for credit if content differs.

HRTS 5900 Discrimination and Human Rights (3)

The course will offer an overview of the main human rights frameworks related to discrimination but also the large variety of challenges discrimination and intersectional discrimination raise in societies.

The recent deaths of black men at the hands of white police officers in the United States but also in Europe revived reflection on discrimination and its tragic consequences in societies. Far from the human rights basics, most societies would allocate human worth based not on the integrity and inherent dignity of a person but rather on an individual's color, religion, gender, or social status. This course aims at providing students with an in depth knowledge of the human rights legal standards regarding discrimination and will review all potential grounds for discrimination (such as race, gender, sexual orientation, political opinion, social origins, health, casts...). The course also highlights the importance of acknowledging intersectional discrimination in order to truly tackle all contemporary forms of discrimination.

HRTS 6000 Capstone in international Human Rights (3)

This course acts as the capstone for student who are completing a master of arts in international human rights. Students will produce and defend their final research project for their degree program.

HRTS 6250 Thesis (3-6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed.

HRTS 6500 Internship in International Human Rights (3-6)

The internship is an intensive experience that provides the student with the opportunity to work within an existing human rights organization and learn first-hand about its mission, goals and operations. Within the experience, students will apply their understanding of the theories and actors of human rights to the practice of their specific role and organization.

HUMS - Human Services

Course Descriptions

HUMS 5000 Foundations of Human Service (3)

This course provides the foundation for the personal and conceptual skills required for a human services professional. It introduces the historical development of the human services field, human services legislative, policy, human resource, and client management frameworks, methodology and data analysis, and the interpersonal skills necessary for a human services professional.

HUMS 5200 Social Welfare Policy (3)

This course examines national and international social welfare policy relevant to human services and the influence of political, economic and social dynamics on policy and policymaking.

HUMS 5800 Field Experience I (3)

This course provides an opportunity for students to apply their knowledge and skills in a human services agency. The experience will emphasize professionalism, critical thinking, ethics, research-based practices, assessment and evaluation of human service agencies. **Prerequisites**: HUMS 5000 and HUMS 5200.

HUMS 5850 Field Experience II (3)

This course provides an opportunity for students to apply their knowledge and skills in a human services agency. This continuation of the field experience will prepare students for self-directed professional human service practice. **Prerequisite**: HUMS 5800.

ILC - International Languages and Cultures

Course Descriptions

ILC 5000 Study Abroad - Advanced (1-8)

Advanced level for study programs offered abroad by Webster University or in conjunction with an approved study abroad program. May be repeated for credit if content differs. **Prerequisite**: Advanced level in appropriate language and permission of the instructor.

ILC 5120 Advanced Skills (3)

Class content varies. This topics course focuses on analytical and writing skills. It develops advanced proficiency in grammar (morphology and syntax), stylistics, composition, and/or translation. These courses are offered in French, German, and Spanish and are taught in the corresponding target language. May be repeated for credit if content differs. **Prerequisite**: Permission of the instructor.

ILC 5130 Advanced Listening and Discussion Skills in Languages (3)

Class content varies. This course focuses on listening comprehension, note taking, and oral skills. Current issues from a variety of German-, Spanish-, or French-speaking countries are studied and discussed after viewing actual news broadcasts. Cultural difference and awareness of national perspectives on news events are an important part of these courses. Classes are taught in the corresponding target language. May be repeated for credit if content differs. **Prerequisite**: Permission of the instructor.

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. May be repeated for credit if content differs. **Prerequisite**: Permission of the instructor.

ILC 5175 Academic Expectations in the U.S. Seminar (0-1)

This course is a seminar for first term international graduate students. It is designed to help students become more familiar with the skills they will need to be successful at Webster University (US campuses). Topics covered include academic and cultural norms in U.S.. classrooms, techniques for completing typical graduate level academic assignments, research and citation skills, writing skills such as a summarizing and paraphrasing, and cross cultural communication. Enrollment is restricted to graduate students.

ILC 5180 Methods of Teaching Languages (3-4)

This course develops understanding and appreciation for the nature of languages and language teaching and learning. Participants study the most recent developments in teaching techniques and materials, and become involved with using them in on-site activities. **Prerequisite**: Permission of the instructor.

INGO - International Nongovernmental Organizations

Course Descriptions

INGO 5000 Introduction to International and Nongovernmental Organizations (3)

This course will explore the world of international and nongovernmental organizations by reviewing the types of organizations in international politics and institutional issues related to these types. We review the activities and roles of these actors as subcontractors, educators, technical assistance providers, humanitarian aid providers and policy advocates; their role in civil society; and how they shape and are shaped by world politics, states and economic and social forces.

INGO 5100 Finance, Budgeting and Accounting for International and Nongovernmental Organizations (3)

Course focuses on the financial management of international and nongovernmental organizations and describes a wide variety of methods, processes and tools of finance, accounting and budgeting.

INGO 5200 Research Methods and Approaches in International and Nongovernmental Organizations (3)

Students are introduced to the skills, methodological approaches, resources and tools used by international and nongovernmental organizations in order to enhance the students' critical thinking skills and their ability to work effectively in this field.

INGO 5300 Human Resources and Staffing for International Nongovernmental Organizations (3)

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

INGO 5510 Professional Seminar in INGO (1-3)

Students participate in seminars designed to examine contemporary issues, actors and organizations relevant to the study and practice of international nongovernmental organizations. Seminars may involve guest speakers, field trips and other forms of non-classroom-based learning to supplement the core program and build understanding of how theory and practice overlap. This course may not be completed by directed study. May be repeated for credit if content differs.

INGO 5600 Principles of Negotiation (3)

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

INGO 5700 Grant Writing, Fundraising and Development for International and Nongovernmental Organizations (3)

This course is designed to help students develop in-depth experience and knowledge of two of the most widely used and highly valued forms of writing in the international sector: grant proposals and the various documents necessary for holding a fundraising event. It will also provide an overview of other common forms of writing within the international nonprofit sector.

INGO 5900 Project Management for International and Nongovernmental Organizations (3)

The course covers the major events and issues arising during the management of projects in the order in which they usually occur. The focus of this course is on organizing projects in both national and international contexts, taking into account the organizational dynamics in project-oriented organizations and the projects' relation to its environment.

INGO 6000 Theory and Practice in International and Nongovernmental Organizations (3)

This course is the capstone for the INGO degree and enables students to situate the theories and knowledge of international relations, business, management and human rights in the practical work of international and nongovernmental organizations. **Prerequisites**: INGO 5200 and 30 credits completed.

INGO 6250 Thesis (6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisites**: 21 credit hours, INGO 5000 and INGO 5200.

INGO 6500 Internship in INGO (3-6)

The internship is an intensive experience that provides students with the opportunity to work within an existing INGO and learn first-hand about its mission, goals and operations. Within the

experience, students will apply their understanding of the theories and actors of INGOs to the practice of their specific role and organization.

INGO 6900 University Thesis Requirements (0)

Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the University library. Recognizes successful completion of all the thesis requirements.

INTB - International Business

Course Descriptions

INTB 5000 International Business (3)

The student is introduced to the language and terminology of international business and major international political and economic policies that affect modern international businesses. Special attention is given to fundamental concepts of international finance, accounting, law, management and marketing.

INTB 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in international business. The professional seminar supplements the core and elective courses in the area of international business by focusing on issues of current and special interest. This course may not be completed by directed study. May be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation.

INTB 5600 International Accounting (3)

The student examines aspects of accounting operations within a multinational corporate environment. Key topics of analysis include foreign exchange exposure; translation of foreign-denominated financial statements; consolidated financial statements; transfer pricing; Foreign Corrupt Practices Act; and related tax and regulatory issues. Comparison of United States and foreign practices in areas such as financial standards and reporting, auditing and performance measurements are examined. **Prerequisite**: BUSN 5600 or BUSN 5200, or equivalents.

INTB 5630 International Law and Business (3)

This course surveys trends and practices that are part of the process of adjudication across national boundaries. Students study the interrelationships among countries as these affect individuals and business organizations attempting to operate internationally. Course content focuses on transnational business activities.

INTB 5650 International Business Management (3)

Course content focuses on the development of management skills related to multinational business. Students examine the issues of operating in a foreign country or across national boundaries and how management theory and practice in an international setting differ from those in the United States.

INTB 5660 Global Competition and Strategies (3)

Students examine the globalization process from basic export/import modes to global consortia, and the operational and strategic requirements of businesses initiating global operations. The economics of international trade and finance, the relation of capital flows and commercial R&D to economic and productivity growth, and the influence of company allocative decisions on competitive performance are examined. Course content focuses on strategic management of global operations and strategies associated with the functions of organization, production, marketing, financial management, human resources development, R&D, communication (EDI, SQL) and control.

INTB 5680 Globalization (3)

Globalization is the process of integrating national economies, political structures and cultures into a worldwide interdependent system. This course studies the two views of this topic: globalization and anti-globalization through various arguments presented by the "globalists" and the "skeptics". The contemporary politics of globalization will be explored in terms of their impact globalization has on world markets, the insecurities of those markets and the development of business in the globalized market.

INTB 5720 International Trade and Finance (3)

Students examine the theories, policies and instruments (tariffs, quotas) of international trade and consider trade integration. Course content focuses on international trade, trade policy, the foreign exchange and balance of payments in international trade. Theories and policies of direct investment in foreign markets are considered.

INTB 5730 Regional Economic and Geographic Perspectives (3)

Students examine goals, performance criteria and policy instruments within different economic systems from the perspectives of growth, efficiency and stability. The increasing regionalization of markets through trading blocs is examined, with particular focus on marketing in the post-1992 European community.

INTB 5740 Global Topics I (1)

Selected topics and issues in international business are presented in this course. To be taken at the beginning of the program. Offered only online. **Prerequisite**: MAIB degree-seeking student only.

INTB 5750 Global Topics II (1)

Selected topics and issues in international business are presented in this course. Offered online only. **Prerequisite**: INTB 5740; MA international business degree-seeking students only; required after the completion of 21 hours.

INTB 5760 Advanced Global Topics (1)

Selected topics and issues in international business are presented in this course. To be taken concurrently with the last course in the program. Offered online only. **Prerequisite**: INTB 5750; MA international business degree-seeking student only.

INTB 5890 Issues in International Business (3)

Current and significant issues in international business are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. May be repeated for credit if content differs.

INTB 5910 European and United States Economic Thought (3)

The student examines and compares European and United States economic thought in the context of the transformation of Europe and the United States from agrarian and commercial economies to modern industrial states.

INTB 5920 Japanese and United States Economic Thought (3)

Course content focuses on the theories critical to Japan's emergence as an industrial state and compares the history and development of contemporary economic thought in Japan to that of the United States.

INTB 5930 Modern Europe: Economic, Political, and Business Development (3)

The student studies demographic, technical, social, political and business changes in twentieth-century Europe, with a focus on the interrelationship of these factors since 1945.

INTB 5940 Modern Asia: Economic, Political, and Business Development (3)

Students examine the integration of economic, political and business decisions in the post-World War II Asian economy and the development of the current Asian economy.

INTB 5950 Comparative Labor Movements: United States, European (3)

Course content focuses on the major economic problems growing out of the employment relationship and the approaches that United States and European industries and unions have taken in resolving them.

INTB 5960 Economic Development (3)

Students analyze modern theories of development and development policy and the relationship of these to the theories of location, trade, investment and economic planning in Third World countries.

INTB 5970 International Business Language and Culture (3)

Students study the business language and culture of a country other than the United States in order to facilitate business communication in that nation. French, German, Spanish, or Japanese may be studied.

INTB 6000 Integrated Studies in International Business (3)

The student applies the principles learned from prior international business courses to selected case studies and research, with practical solutions to typical international business problems. **Prerequisite**: Completion of all other required courses in this major.

INTB 9950 Travel Course-Issues in International Business (3)

Current and significant issues in international business are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

IRSS - International Relations and Security Studies

Course Descriptions

IRSS 5000 Introduction to International Relations and Security Studies (3)

Students are introduced to the major approaches and subfields within the discipline of international relations and security studies, including international security, international political economy, international law, international organizations, and foreign policy. The course provides an analytical foundation for understanding global politics, emphasizing the use of theory and evidence within a broader logic of inference. Special attention is given to security studies, examining key concepts such as conflict, deterrence, military strategy, cybersecurity, and non-traditional security threats. This framework will be applied in overviews of the major disciplinary subfields, with reference to both contemporary security challenges and historical cases.

IRSS 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.

IRSS 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 and security studies.

IRSS 5150 Strategic and Political Communication (3)

This course examines the role of strategic and political communication in shaping international relations, security policy, and global affairs. It explores how governments, political leaders, international organizations, and non-state actors use communication to influence public opinion, shape policy debates, and achieve strategic objectives. The course covers key theories and concepts in political communication, propaganda, information warfare, public diplomacy, and strategic and crisis communication. Through case studies, students will analyze historical and contemporary examples of strategic communication in domestic and international contexts, with a particular focus on media influence, mediatization, digital diplomacy, and disinformation campaigns. The course combines theoretical insights with practical applications, preparing students for careers in diplomacy, public affairs, security policy, and international advocacy. **Prerequisites**: IRSS 5000 and IRSS 5100.

IRSS 5220 National Security and International Relations Policy Development (3)

This course facilitates students' learning about the process of national security and international relations policy development through the analysis of theory, case studies and practical application of policy-relevant skills.

IRSS 5300 Field Work (3-6)

This course provides an opportunity for students to actively involve themselves in field research, which may be of a qualitative or quantitative nature. Prerequisite: IRSS5100.

IRSS 5310 National Security Decision Making (3)

This course addresses the different dimensions of national security decision-making in the United States. The course examines key institutions and entities, as well as traditional and non-traditional security domains.

IRSS 5400 International Political Economy (3)

This course explores the interplay between states and markets. Topics include theories of international political economy such as mercantilism, liberalism, Marxian/structuralism, and feminism, trade, finance, the international monetary system, transnational corporations and development. **Prerequisite**: IRSS 5000.

IRSS 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine the interplay between theory and practice. This course may not be completed by directed study. May be repeated for credit if content differs.

IRSS 5510 Theories of International Relations (3)

Students explore the major theoretical paradigms in the field of international relations, including realism, institutionalism, liberalism, Marxism and constructivism. Students will learn to evaluate theories within these paradigms based on their logical consistency and empirical support. These theories will also be applied to current events and used to derive policy prescriptions.

IRSS 5530 International Law (3)

This course introduces students to the field of international law and teaches them how it can be used to assess the acts and omissions of state and non-state actors. It covers sources of law, jurisdiction, international legal personality, diplomatic and consular law, the law of state responsibility, the relationship between international law and municipal law, peaceful settlement of disputes, and topics that may include the law related to the use of course, international humanitarian law, international human rights law, the law of the sea and international environmental law. This course will require a close reading of primary and secondary source materials.

IRSS 5535 International Disaster Law (3)

This course examines the international and domestic legal structures governing the prevention and management of natural and man-made disasters. The course offers a comprehensive overview of the main practical, humanitarian and military issues related to the legal aspects of disaster prevention and management activities. Topics will be covered using a theoretical approach complemented by practical exercises designed to test the participant's ability to find outcome-oriented solutions through the application of relevant international disaster law provisions. These concepts will be applied through historical and contemporary case studies.

IRSS 5540 International Organizations (3)

This course is a survey of the different kinds of international organizations, including intergovernmental organizations, international regimes, international nongovernmental organizations and transnational corporations. Various theoretical approaches to international organizations are explored, and special emphasis is placed on the United Nations.

IRSS 5545 The United Nations in International Politics (3)

This course is an in depth study of the United Nations system and its role in world politics. The course will review the historical origins of the UN and its role in international security, human rights and development. Current issues facing the United Nations and its associated agencies are discussed within this context.

IRSS 5550 War and Diplomacy (3)

Students examine the causes and consequences of warfare throughout history, with an emphasis on the political processes that contribute to both the outbreak and resolution of wars. Students will learn some of the political tools and strategies that are used to prevent or ameliorate the effects of war, and the ways in which war can be ended once it has begun.

IRSS 5560 U.S. Foreign Policy (3)

This course is about the foreign policy-making process in the United States. It examines the domestic and international actors that shape, formulate and execute foreign policy. Topics include the role of United States government institutions, the media, interest groups, decision-making, and foreign policy problems such as war, failed states, economic interdependence, environmental degradation, and humanitarian disasters, as well as the military, economic, and diplomatic instruments that the United States can bring to bear in managing these problems.

IRSS 5570 Comparative Foreign Policy (3)

This course examines the major foreign policy objectives of selected states in the international system and analyzes the domestic forces, institutions and processes, as well as the historical context, of these states' foreign policies.

IRSS 5580 Politics of Development (3)

This course examines the politics and issues facing those nation-states variously described as post-colonial, third world and new industrialized. These nation-states share in common the quest to join those that attained both high average standards of living and stable political institutions.

IRSS 5585 Food and Water Security (3)

Students will examine the issues around one of today's foremost human security challenges. That is, the prevention of malnutrition and the access to safe food and clean drinking water.

IRSS 5590 International Security (3)

This course offers a broad overview of the causes and consequences of international conflict. It examines age-old questions of war and peace, but also tackles more modern topics such as nuclear proliferation, terrorism, and drone warfare. It requires students to assess several of the field's most prominent theories of conflict, coercion, bargaining, and cooperation in terms of both historical and contemporary case studies.

IRSS 5595 Energy Security (3)

This course will examine the geopolitics of energy, emphasizing the security implications of global energy markets and resource competition. The course explores the ways that states shape their grand strategies to meet their energy needs, and the impact of these strategies on regional and global politics. The course will also look into the geopolitical, environment and domestic factors that drive energy policy decisions. Students will examine problems in energy security using both long-term and short-term perspectives. Students will learn how states balance long-term investments to secure energy supply against the short-term need to ensure a supply network's capacity to withstand short-term interruptions and shocks.

IRSS 5600 Area Studies (3)

Students examine the history, culture, politics and economic systems of a region or sub-region not defined by a specific departmental course offering.

IRSS 5605 Topics in Comparative Politics (3)

Specific topics in comparative politics are examined in depth. Topics may be issues such as democratization, military politics, migration, or healthcare policies, examined using a cross-national approach of the politics of a specific nation or set of nations chosen for comparison.

IRSS 5610 Non-Thesis Readings/Research (3)

Non-Thesis Readings/Research is an intensive, one-on-one reading/research course. Students work in close cooperation with an individual professor on a topic of special interest. The content of this course may not duplicate other courses in the curriculum. The policies and procedures that apply to Non-Thesis Readings/ Research are those for directed studies. Course may be repeated for credit if content differs.

IRSS 5625 Middle East/West Asia Area Studies (3)

Students examine the history, culture, politics and economic systems of the Middle East not defined by a specific departmental course offering.

IRSS 5635 Western European Area Studies (3)

Students examine the history, culture, politics and economic systems of Western Europe not defined by a specific departmental course offering.

IRSS 5645 Asian Area Studies (3)

Students examine the history, culture, politics and economic systems of Asia not defined by a specific departmental course offering.

IRSS 5655 African Area Studies (3)

Students examine the history, culture, politics and economic systems of Africa not defined by a specific departmental course offering.

IRSS 5665 South and Central Asia Area Studies (3)

Students examine the history, culture, politics and economic systems of South and Central Asia not defined by a specific course offering.

IRSS 5675 Central and Eastern European Area Studies (3)

Students examine the history, culture, politics and economic systems of Russia and Eastern Europe not defined by a specific departmental course offering.

IRSS 5685 Latin American Area Studies (3)

Students examine the history, culture, politics and economic systems of Latin America not defined by a specific departmental course offering.

IRSS 5700 Humanitarian Issues in International Politics (3)

This course provides a forum for investigating transnational humanitarian issues such as regionalism, the environment, human rights and refugees. May be repeated for credit if content differs.

IRSS 5800 Globalization (3)

Globalization involves the intensification of economic, political, social and cultural relations across international borders. This course examined the history and causes of this process and evaluates the effects it has on relationships within and between countries.

IRSS 5860 Issues in International Relations and Security Studies (3)

This course examines such issues as terrorism, the control of weapons of mass destruction, illicit trade, imperialism and conflict resolution. May be repeated for credit if content differs.

IRSS 5870 International Law and Politics of Outer Space (3)

This course examines the international law and politics of outer space. It focuses on the law that has emerged in this area in recent decades, and how it has emerged. Topics covered include space exploration, space travel, questions of sovereign appropriation and peaceful settlement of disputes.

IRSS 5890 Terrorism in World Politics (3)

This course examines the causes and political responses to terrorism in world politics. Issues examined may include the origins and goals of major terrorist organizations, tensions that arise between protecting civil liberties and ensuring security when responding to terrorism and how to distinguish between terrorism and other forms of violence.

IRSS 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: IRSS 5100.

IRSS 6000 Capstone (3)

This course centers on the design and development of a scholarly capstone paper, representing the student's achievement as a Master of International Relations and Security Studies. **Prerequisite**: Completion of 30 credit hours.

IRSS 6250 Thesis (6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisite**: Completion of 30 credit hours.

IRSS 6300 International Relations and Security Studies Lab (3)

The practicum focuses on skill-building in policy analysis, professional writing, public speaking, and collaborative project management. By the end of the practicum, students will have a polished portfolio of accomplishments and enhanced expertise in global security, preparing them for careers in public service, international organizations, or academia. **Prerequisites**: 30 credit hours, IRSS 5000, IRSS 5100, and IRSS 5200.

IRSS 6500 Internship (3-6)

IRSS 6500 Internship is designed to enhance the international relations and security studies curriculum. Students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. Thus, all work performed for the purpose of satisfying the requirements of the internship program must in some way relate to the fields of international relations or security studies. **Prerequisites**: Completion of all required courses for the MA in international relations and security studies (except IRSS 6000 Capstone or IRSS 6250 Thesis). Exceptions may apply at the discretion of the department chair, upon written request, before registering for IRSS 6500 Internship. IRSS 6500 Internship cannot be substituted for IRSS 6000 Capstone or IRSS 6250 Thesis.

ITM - Information Technology Management

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.

As part of our shared commitment to our student success as they enter the workforce, Webster's Information Technology Management considers and uses NCMA's ANSI-Approved Contract Management Standard™ as the basis of its program and course curricula and is committed to driving student success through its instruction of the phases, domains, competencies and skills that are common across the contract management profession. Through its alignment with the CMS, ITM 5300 prepares students for NCMA's CCMA certification which demonstrates proficiency in the CMS and is a strong steppingstone into the contract management profession.

ITM 5400 Systems Analysis, Design, and Implementation (3)

This course covers the spectrum of activities in information systems life cycle management. The life cycle from the feasibility study through implementation and maintenance is examined. The course includes examination of structured analysis and design, prototyping, procurement and conversion methods. The roles and responsibilities of various personnel involved, as well as the communication and documentation tools and techniques employed, are studied.

ITM 5600 Information and Communications Security (3)

This course focuses on the analysis and management of information and information systems security including processes, technology, and facilities.

ITM 5900 Issues in Information Technology Management (3)

Current and significant issues in information technology management are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. May be repeated for credit if content differs.

ITM 6000 Final Project in Information Technology Management (3)

This capstone project course is designed to give students the opportunity to synthesize, integrate, and apply the technical and management knowledge and skills acquired in other courses in the information technology management curriculum. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of all other required courses in this major.

ITM 9950 Travel Course-Issues in Information Technology Management (3)

Current and significant issues in information technology management are examined. The course focuses on existing theories and practices with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

LEAD - Educational Leadership

Course Descriptions

LEAD 5501 Foundations of Educational Leadership and Administration (3)

This course examines the historical, philosophical and sociological foundations of education as they relate to schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Students will understand the process of change and change models. (20 hours of embedded field experience.)

LEAD 5502 Curriculum, Instruction and Assessment (3)

This class is designed to increase theoretical and practical knowledge about curriculum, assessment, differentiation, evaluation and the revision cycle across a school system/building from the perspective of the building principal of K-12. The goals of curriculum inquiries should always be to improve teaching/learning/assessment and increase student performance. (20 of hours embedded field experience.)

LEAD 5503 Ethics for Leaders (3)

This course is designed to cultivate ethical leaders at the classroom, school and district level who are prepared to influence system transformation. Using student-generated and case study scenarios, participants will engage in reflective practice to develop their ethical leadership capacity. (20 hours of embedded field experience.)

LEAD 5504 School Finance & Facilities (3)

This course focuses on school finance at the building level and a practical based view of school facilities with some introduction to the foundations, techniques and principles related to the planning, maintenance and remodeling of school buildings. Emphasis will be placed on the role of federal, state and local governments in funding public schools, the impact of taxation, and an overview of school funding formulas and will evaluate and reallocate financial resources to improve student results. Students will explore school construction sites, compare buildings and how they contribute to the educational environment. Methods for forecasting enrollment will also be studied. (20 hours of embedded field experience.)

LEAD 5505 Collaboration & Leadership (3)

This course will examine critical functions of collaborative leadership and decision making responsibilities of school leaders, problem-solving tools, conflict resolution strategies and how to build positive relationships between schools and communities. (20 hours of embedded field experience.)

LEAD 5506 Vision, Innovation and Technology (2)

This graduate education course introduces students to the importance of vision, innovation and current trends and issues in educational technology. Students will take a constructivist approach to develop a leadership vision for implications of past, current and future developments in educational endeavors. Students will also explore the research and latest trends in technology integration and understand how these trends affect curriculum and instruction. (20 hours of embedded field experience.)

LEAD 5507 School Law (3)

This course provides legal foundations of U.S. public schools. It examines general principles of statutory and case law, and applies judicial decisions to educational environments. A focus will be on legal responsibilities, constraints and opportunities of education leaders in the public school environment. Topics to be studied include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability and equal opportunities in education. The course also includes special education law. (20 hours of embedded field experience.)

LEAD 5508 Educating for Equity and Cultural Competence (3)

Educational leaders face a society where continual and rapid change is the norm, where communities, staff and student bodies are increasingly diverse in race, ethnicity, class, gender, sexuality, religion, family structure and learning styles. At the same time, long-standing barriers of racism and other forms of oppression remain embedded and create unequal outcomes for students and staff. This environment calls on educational leaders to better understand the multicultural and layered reality of all, especially children and youth, to become more self-aware and culturally proficient, and to use their leadership to inspire and shape models for change that removes systemic obstacles and facilitates growth and achievement for all. In this world, a necessary prerequisite for success is being able to assume resilient, moral and culturally proficient leadership. In this course, participants will begin to see the importance of developing a new systemic vision for educational leadership in the face of increasing diversity, change and complexity in our local, national and global context. Leader candidates will bridge multiple perspectives and apply a cultural proficiency framework to increase the quality of education and achievement for the communities they serve. (20 hours of embedded field experience.)

LEAD 5509 Relational Leader, School and Community (2)

This course focuses on principles and techniques for improving the educational program through building positive relationships with faculty, students and the school community. The course will also emphasize the importance of public relations, utilizing the constituent base and local businesses, understanding the community culture and working with local media. (20 hours of embedded field experience.)

LEAD 5510 Talent Management for Recruitment, Development and Retention of Teachers and Personnel (2)

This course provides principal candidates with the tools to recognize the traits of talents teachers and personnel, and to recruit talented teachers and personnel. It will focus on developing the talent through coaching, informal and formal evaluations as well as how to retain talented teachers and personnel. (20 hours of embedded field experience.)

LEAD 5511 Practical Statistics & Data-Driven Decision-Making for Educators (2)

Practical Statistics & Data-Driven Decision-Making for Educators is an introductory graduate course in using quantitative methods for inquiry in the social and behavioral sciences. Students will be exposed to the fundamental concepts and procedures of descriptive and inferential statistics. This course will also provide school leaders with the knowledge and skills to explore and apply basic concepts supporting data-driven decision-making and how to use data-driven decision-making to improve student learning. Students will develop competence in reading and understanding statistics topics from sources such as texts, dissertations, journals or technical reports. (20 hours of embedded field experience.)

LEAD 5520 Internship I (2)

The purpose of principal internships is to bridge the gap between theory and practice for candidates' academic and experiential learning. In the internship, students will engage in assessing their strengths and weaknesses, learn from a mentor, and use action research as a tool for school improvement. Candidates will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field-based experiences that use data to make decisions which promote equity and enhance their leadership. Internship hours total 100 in this course. Fifty (50) hours are to be held at the level which the student practices. The other fifty (50) are to be at a different level. The candidate will keep a portfolio of internship experiences, hours, artifacts, and reflections. The candidate will submit the portfolio in the capstone course.

LEAD 5530 Internship II (2)

The Field Experience II in the Educational Leadership course is an authentic field-based experience that involves work in building level leadership with a minimum of 50 field experience hours in this class with a total of 300 hours by the end of the program. The identification of the total project and the specific learning outcome experiences involved in the total project should be driven by the needs of the school and the learning needs and interest of the candidate. The candidate will have a mentor who is approved by the university site coordinator. **Prerequisite**: LEAD 5520

LEAD 5540 Internship III (2)

The Internship III in Educational Leadership course is an authentic field-based experience that involves work in building level leadership with a minimum of 50 field experience hours in this class with a total of 300 hours by the end of the program. The identification of the total project and the specific learning outcome experiences involved in the total project should be driven by the

needs of the school and the learning needs and interest of the candidate. The candidate will have a mentor who is approved by the university site coordinator.

LEAD 5550 Capstone in Field Experience Seminar (2)

The capstone for the MA in Leadership is the culminating course in which candidates will demonstrate the integration and application of all the standards, their coursework, and learning through an applied project. Candidates will also develop a resume, cover letter, and plan for future leadership growth. **Prerequisite**: LEAD 5530

LEAD 6000 Introduction to Educational Leadership (2)

This course provides an overview of theories and research in education leadership. Students will actively participate in self-assessment activities and use the outcome information for setting strategic goals for their own professional development while pursuing the EdS degree goals.

LEAD 6001 Foundations in Educational Leadership (4)

This course helps students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. Students analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process. Students will be required to demonstrate an understanding of leadership theories and organizational change. They employ active inquiry, experimentation and reflection to investigate issues of race, ethnicity, gender, disability, equity, social justice and ethics examining the impact of these issues in urban, rural and suburban contexts.

LEAD 6002 School Administration and Resource Management (4)

Students will study theories, concepts, and models utilized in supervising school personnel and resources. They will identify and analyze legal issues, school policies, state and federal statutes, and case law that form the framework for the daily operation of a school system. Research and professional discourse will guide inquiry into strategies for problem solving, conflict resolution, decision making, and team building. Students will simulate and evaluate techniques used in policy development and implementation. They will also investigate techniques used for successful staff recruitment, training, and performance-based improvement programs. Exemplary practices for sound business and facilities management will also be articulated.

LEAD 6003 Instructional Leadership (4)

This block is designed to provide students with content and site-based experiences related to multiple aspects of effective instructional leadership and school improvement. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; using data for curriculum alignment and instructional improvement, and an understanding of the design and implementation of differentiated curriculum and instruction across content areas for elementary, middle, and secondary schools. Other topics included will be characteristics of effective instructional leaders; the role of technology in education; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader for improved student learning and engagement at the elementary, middle, and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group readings, discussions and simulations, electronic communications, research studies, identification of effective practices, and interaction with practitioners in administration and personal reflection.

LEAD 6004 Leadership and Collaboration (4)

In this course students will explore a variety of theories, concepts, and models utilized when implementing partnerships. They will investigate the uses and applications of community and school resources in supporting families and children through research, field visits, and professional discourse. Students will analyze techniques for interacting with stakeholders and examine collaboration in interdisciplinary team efforts. Emphasis will be placed on models of communication, problem solving, conflict resolution, decision making, and team building principles and skills. Emphasis will also be placed on exemplary practices in the development of community information, networking, support systems, public relations, and media. Issues of grant identification, proposals, implementation, and evaluation will also be explored in relation to their impact on collaborative processes.

LEAD 6006 Advanced Internship (1-3)

This course offers students the opportunity to extend or add to site-based application experiences. Students may continue previous experiences to include advanced projects or action research. Students may also choose new internship experiences that can strengthen their leadership skills. Students must receive approval from a faculty mentor to enroll in this course. Examples of offerings in this area are:

- ***Advanced Internship: Early Childhood Administration***
  Participants will develop skills and strategies for administering early childhood programs and curricula.
- ***Advanced Internship: Writing Grants***
  Participants will develop skills and strategies for obtaining funding from public and private sources during a site-based internship.
- ***Advanced Internship: School-Community Partnerships***
  This internship focuses on collaborative leadership in partnerships that support effective schools. Professional development schools, school-business partnerships, collaboratives, and networks across schools will be examined through site-based experiences and student-mentor relationships. **Prerequisite**: Approval of faculty mentor.

LEAD 6007 Special Education Law and Legal Issues (1-3)

These courses focus on current issues in educational leadership. Students will conduct inquiry into specific topics of professional and personal interest. Additional topics will be added as new challenges for leaders and issues are identified. This course may be repeated for credit with different topic designations. Examples of offerings in this area are:

- ***Topics in Leadership: The Politics of Poverty, Race, Ethnicity, and Gender***
  This course focuses on the work of social leaders in addressing issues of poverty, race, ethnicity, and gender. Practical strategies to pursue equity, diversity, and social justice will be addressed.
- ***Topics in Leadership: Special Education Administration, Issues and Law***
  This course examines the role and responsibility of the school principal for special education services, students with disabilities, and focuses on the perceptions of family. The course will focus on current legal issues in special education, statutory requirements, fiscal policy organizational structures and related services. Students will review laws governing special education and examine issues emanating from legal requirements from various points of view.

LEAD 6008 Foundations in Special Education Administration (3)

This course examines the roles and responsibilities of the administrators of special education at the school district, state, and federal levels. Statutory requirements, fiscal operations, organizational structures, relationships to general school administration, instructional, and related service delivery systems are investigated. Principles, processes, competencies, and skills in the areas of planning/programming, staffing, coordination/communication, and administration will be explored.

LEAD 6120 Research I (2)

This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning in the area of educational research. Students will evaluate educational research methodology; compare various types of research: action research, qualitative and quantitative educational research, examine internal and external validity, sampling methods, data analysis, and components of research reports. The course will include a discussion and procedures and skills necessary for the critical review of educational research. Students will have an increased knowledge of educational research, and how it applies to education and the school improvement process. Students will also have opportunities to interpret and analyze test results and data and develop strategies for improvement of academic achievement.

LEAD 6122 Special Education and Law (2)

Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA, Zero Reject, Testing, Classification, Placement, Appropriate Education, LRE, Due Process, Parent participation and Shared Decision Making, Compliance Through the Courts, and School Reform. Students will increase their knowledge and understanding of political dynamics of constitutional law, the foundations of special education law, and the process of federal, state, and local education agencies. Special attention will be given to the Safe Schools Act and its specific application to students with disabilities, reauthorization of IDEA, Section 504 of the Rehabilitation Act of 1973, NCLB and the American with Disabilities Act. This course examines the role and responsibilities of the administrator, director, or supervisor of special education at the school district, state, and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Current issues in the field of special education will also be explored. This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. Extensive reading and research are required to successfully complete this course.

LEAD 6124 Schools and Leadership Law (2)

This course is designed to provide intense opportunities for both theoretical and practical learning in the following areas:

- Knowledge of structure/function of the United States Court System
- How statutory/case law impact public schools
- Litigation in regard to FERPA and NCLB
- Gender based decision making
- Student rights
- First and fourth amendments
- High stakes testing

LEAD 6125 Building Level Administration (2)

This course is an overview of the principalship in rural, suburban, and urban education, school community relations, and school politics: principles, concepts, and issues at the federal, state, and local levels. The course will address organizational development and the benefits of mobilizing resources of time, money and people. It will include techniques of structuring a building environment that identifies institutional needs for diversity and concerns the leadership and administrative tasks of the superintendent. The course focuses on the following areas:

- Strategic plans and system theories.
- Organizational development and operational procedures as it relates to the building level.
- Collaborative skills in regard to working with building level stakeholders and responding to and mobilizing community support.
- Understand the need to promote the success of all students by responding to and influencing the larger political, social, economic, legal, and cultural context.

LEAD 6126 School Building Finance (2)

Emphasis will be placed on the role of federal, state and local governments in funding public schools, the impact of taxation and an overview of school funding formulas. Focus will be placed on the use of finance to impact student achievement. The successful student will:

- Demonstrate and apply a basic understanding of the principles of sound financial management.
- Identify the contribution of education to the economy.
- Identify the major components of developing, implementing, changing and evaluating a building level budget.
- Identify and apply the processes of financial accounting, auditing and reporting by developing a building level budget.
- Evaluate and reallocate financial resources to improve student results.

LEAD 6127 Personnel (1)

This course focuses on identifying, analyzing, and developing effective methods of systems/building personnel administration and facilitation. Topics include: statutory and procedurals issues, human resources planning; recruitment; selection; professional development/evaluation; legal/ethical issues; and formal/informal negotiations.

LEAD 6128 Facilities & Building Level Management (1)

This course presents a practical based view of school facilities with some introduction to the foundations, techniques, and principles, related to the planning, maintenance, and remodeling of school buildings. This course allows the instructor to model effective instructional practices and provide opportunities for hands-on learning. If possible, students will visit both a school construction site and an older building. Students will then compare the buildings and how they both contribute to the educational environment. Students will also interview custodians and assist with developing a schedule for building cleanliness and maintenance. Methods for forecasting enrollment also will be studied. The student will:

- Be knowledgeable of the foundations, techniques, and principles related to educational facility planning.
- Learn the role of the building level administrator in modernizing, maintaining, and operating an existing facility.
- Explore the role of the building level administrator in building a new facility. Have hands on opportunities to plan for forecast enrollment.

LEAD 6129 Curriculum (2)

This course is designed to increase theoretical and practical knowledge about curriculum assessment, evaluation and the revision cycle across a school system/district from the perspective of the building principal of preK-12. It will also explore and evaluate differentiated instruction across the content areas. The goals of curriculum inquiries should always be to improve teaching/learning and increase student performance. The culminating project for this course is to create a comprehensive district curriculum plan that includes but is not limited to the following: narrative description of district and curriculum, assessment plan, evaluation cycle and revision plan. **Prerequisites**: Acceptance into the EdS program, appropriate technology expertise as would be expected of a principal, and a demonstrated ability to communicate orally and through written material. Any deficits must be addressed through courses that are not part of this program.

LEAD 6130 Supervision (2)

This course will expand the student's knowledge and experience of supervision of teachers and staff members at the building level. The student will:

- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.
- Create a learning organization that supports curriculum and instructional improvement, addresses state and federal mandates, and promotes best practices.
- Identify the different types of lesson design and develop components of an effective lesson.
- Explore professional (staff) development and renewal options.
- Assess data related to student learning that are used to develop the school vision and goals. The vision shapes the educational programs, plans, and actions.
- Research state law and district policy that direct employee sanction and termination.
- Develop effective mentoring procedures.
- Develop supervision alternatives to enhance professional growth and development.
- Critique evaluation models for non-certificated staff.
- Understand the relationship between effective communication and interpersonal relationships.
- Understand the effects one's behavior and decisions have on other individuals, the culture, and climate of groups/organizations.

LEAD 6131 School and Community Relations (2)

This course will analyze the relationships between school and community, public information techniques and procedures. Students will have opportunities to both critique and develop a school and community relations plan. This course will provide a thorough examination of the school and its interaction with the community. Consideration will be given to internal and external communities and their relationships with the school as an organization. The role of communications in school-community relations and consideration of the balance of rights and responsibilities between schools and communities will be explored. Students will develop a school and community relations plan.

LEAD 6132 Seminar in Principalship: Issues and Politics (2)

The role of the principal is analyzed with reference to job responsibilities of the position, knowledge, skills, and dispositions necessary to successfully serve the school district. This course examines the role of principals in emerging social, economic and political contexts that are changing the nature of schooling, how schools are viewed and are transforming as well as how a principal provides leadership. This course is designed for aspiring principals and focuses on understanding a broad range of issues that are critical to the success of new principals. These issues can affect relationships and impact the future. The seminar examines major management and leadership responsibilities of principals to provide a framework for identifying and analyzing problems and discriminating among alternative courses of action.

LEAD 6134 Internship I: Dispositions (2)

In the EdS degree program, this internship involves shadowing an administrator. It is a clinical experience that is supervised, supported, individualized and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan.

In this internship, the dispositions of fair, ethics and integrity in education are the grounding values. The focus will including spending 80 contact hours in 16 weeks working in a leadership role that helps interns to increase self-realization and awareness of the dispositions. It is essential that school leaders use the dispositions of fairness, ethics and integrity in their decision-making and in their leadership. Students are required to find an appropriate mentor, internship location, secure that placement, complete the internship plan and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential.

LEAD 6135 Internship II: Diversity (2)

In the EdS degree program, this internship is shadowing an administrator. It is a clinical experience that is supervised, supported, individualized, and considered as advanced professional study. It offers opportunities for interns to integrate practice with values, philosophy, theory and research that allows for the examination of presumptions about leadership; discussion and application of current research; and the design and implementation of an individualized Leadership Development Plan. The EdS Degree in LEAD requires the successful completion of 5 internship credits within the program. Internships are typically taken one credit at a time and are all individually planned and monitored.

In this internship, diversity in education is the grounding value. The focus will include spending 80 contact hours in 16 weeks working in a leadership role that increases self realization about the complexity of our global society and the various prejudices that are embedded in everyday life. As in the other internships, you are required to find and develop an appropriate mentor, internship location, secure that placement, complete the internship plan, and have it approved by the instructor. This must be completed during the first week of the course. Timing is essential.

LEAD 6136 Special Education Internship (2-3)

This internship is an eight week field based experience offered during the summer term. This course must be approached from the viewpoint of individuals with disabilities and/or their families. This course consists of 2 credits for 80 contact hours and 3 credits for 100 contact hours within an eight week time frame. It must follow the guidelines stipulated for all internships delineated in the School of Education Specialist Handbook.

LEAD 6138 Foundations of Special Education Administration (3)

This course is designed to prepare administrators and prospective administrators for organizing and administering educational programs for students with disabilities. This course will examine the roles and responsibilities of an administrator, director or supervisor of special education. It will include a review of state and federal statutory requirements of special education, financial procedures and obligations, organizational structures and service delivery options, relationships to general school administration and access to the general education curriculum. Topics covered will also include current trends in special education, state and federal guidelines and regulations, legal and financing aspects of special education, program planning and administration of special services.

LEAD 6141 Portfolio Based Analysis (2)

The Leadership Seminar is the culminating experience of the EdS degree in educational leadership. This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, internships and other professional experiences; completing a professional portfolio that documents knowledge, skills and dispositions required for administrator certification; and preparing for the state assessment required for administrator certification. This course begins with an informal presentation and review of the student's portfolio related to School of Education goals and state certification standards. Based on this evaluation, the student and instructor will develop and individual 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. **Prerequisites**: 27 credit hours in the EdS program.

LEAD 6500 Introduction to the Field Experience (1)

During this course, students will be introduced to the field experience which is under the direction of a university and site supervisor. Activities for the field experience are outlined in the practicum handbook as are the practicum hours required for each of the courses. Candidates should provide coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP and MOLeader Building-Level Program Standards.

Fifty (50) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6501 Foundations of Educational Leadership (3)

This course provides an overview of philosophy, leadership and change models. Outcome of the course will be increased knowledge of leadership styles, problem solving, Root Cause Analysis (RCA), identification of resources, school/community analysis and change models.

LEAD 6502 Leadership for Improving Learning (3)

This course focuses on improving teaching and learning to improve student achievement. Course outcomes will be improving student achievement through instructional leadership practices such as curriculum (vertical and horizontal alignment), instruction, research based instructional practices, formal and informal assessment and data driven decision making for learning as well as meaningful observation and feedback related to effective instructional practice. Candidates will also observe teachers, learn to coach others and give feedback.

Thirty (30) hours of field experience. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6503 Leadership for Ethics, Equity and Social Justice (2)

Principal candidates will examine ethical frameworks as lenses for understanding, evaluating and applying professional standards for ethical practice as well as district and school policies. Principal candidates will also learn to identify turbulent situations and environments, assess levels of turbulence and apply theory and action.

Ten (10) hours of field experience. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6504 Resourceful Leadership (3)

This course focuses on vital aspects of how leaders use and acquire resources such as grants to manage a dynamic school focused on improvement while exhibiting equity and ethical behaviors. The course will examine multiple resources such as finance, budget and federal/state/local funding. Learners will explore school organization models, theories of management and personnel from hiring to supervision and retention.

Thirty (30) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6505 Culture, Collaboration and Diversity (2)

Learners will explore individual, interpersonal and communication skills and strategies to harness the power of diversity and inclusion in teams, organizations and communities for collaboration resulting in education and organizational growth. Learners will understand and practice using conflict management skills.

Thirty (30) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6506 Leadership with Vision (2)

This course is designed to develop a working theory of visionary leadership. The course will incorporate practical structures, personalized learning experience(s), current issues or challenges fused with the learner's knowledge of self, culture and professional values. Course outcomes will be learning to develop, implement and steward a vision and mission statement which uses multiple sources of data and the inclusion of stakeholders. Participants will also become proficient at applying tools for engagement including: 1) inquiry, 2) reflection, 3) dialogue, 4) active listening, and 5) ethical and legal handling of information.

Thirty (30) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6507 Advanced School Law (3)

This course is designed as a law course for school teachers and leaders. Topics to be studied include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability and equal opportunities in education. Special

education law (IDEA) and Every Student Succeeds Act (ESSA) will also be studied.

Twenty (20) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6508 Trauma Informed Leadership (2)

Principal candidates will develop a systematic approach integrating trauma-informed practices within existing structures. They will use a school's demographics to develop a PD plan for helping teachers understand the effects of trauma; use data to drive interventions; generate solutions to trauma; develop community partnerships; and learn the importance of self-care for teachers and staff, students and leaders.

Ten (10) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6509 Relational and Reflective Leadership (2)

This course explores the relationships leaders need to impact the school community in a positive way. Learners will become reflective in addressing power, inequalities and injustice. They will become proficient in knowing their own strengths, weaknesses, talents and behaviors in order to respond effectively and ethically to the demands of the principalship. They will learn to demonstrate flexibility when needed. Learners will also understand the importance of reflection and feedback for growth.

Forty (40) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6510 Innovative Leadership (1)

This course provides opportunities for the successful student to learn about energizing, motivating and communicating with others to accomplish a goal. Innovative leaders apply knowledge, skills and best practices as well as adult learning theory while supporting continuous professional growth and the development of networks. Learners will also apply how new knowledge can be a catalyst for change. Learners will also learn that flexibility is a trait to cultivate when circumstances change.
Thirty (30) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6511 Managerial Leadership (2)

This course provides opportunities for growth in management on the following topics: a safe and effective school environment, evaluation of routines, schedules, clear expectations, guidelines and procedures, recruitment, hiring, evaluating (observation and feedback), as well as the handling of confidential information.

Thirty (30) hours of field experience required. Content of the field experience must follow guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook.

LEAD 6512 Capstone/Field Experience (2)

This course is an individualized learning experience that supports the prospective school administrator in: integrating learning from coursework, field experience and other professional experiences; completing a professional portfolio that documents knowledge, skills and dispositions required for administrator certification. Candidates will synthesize and apply the content knowledge, develop and refine the professional skills, and demonstration their capabilities as articulated in each of the elements included in the NELP Building Level Program Standards and the MO Leader Standards. **Prerequisites**: LEAD 6500, LEAD 6501, LEAD 6502, LEAD 6503, LEAD 6504, LEAD 6505, LEAD 6506, LEAD 6507, LEAD 6508, LEAD 6509, LEAD 6510 and LEAD 6511.

LEAD 6523 Action Research I (2)

Action Research I is the first course in the Action Research sequence. In this course the student focuses on understanding action research, developing the action research design and beginning the action research project. Students must fill out the School of Education's version of the IRB to conduct research. Content of the field experience must follow the guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook. This course is 16 weeks.

LEAD 6533 Action Research II (2)

The second semester field experience focuses on continuation and completion of the action research internship project begin in LEAD 6523. Candidates, however, cannot begin research until they have the approval of the School of Education's IRB. 15 hours of field experience required. Content of the field experience must follow the guidelines stipulated for all field experiences as delineated in the Education Specialist Field Experience Handbook. This course is 16 weeks.

LEGL - Legal Studies

Course Descriptions

LEGL 5000 Introduction to Legal Studies (3)

This course provides a background in the American legal system with emphasis on ethics, terminology, and legal analysis. Course content focuses on an overview of substantive areas such as torts, contracts, property, and criminal law.

LEGL 5100 Tort Law (3)

An analysis of the various causes of action for torts. Emphasis will be primarily divided among the three areas of negligence, strict liability and intentional torts, with additional discussions of various business, employment and vehicular torts, as well as some emphasis on legal analysis and discovery as they relate to tort issues. **Prerequisite**: LEGL 5000

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

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

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

This course is a continuation of LEGL 5260. Methods of Legal Research and Writing II is designed to build upon the research skills learned in Methods of Legal Research and Writing I and

to enhance the paralegal student's legal analytical and writing skills. The course includes several legal issue writing projects, at least two of which will combine both research and writing skills. **Prerequisites**: LEGL 5000 and LEGL 5260.

LEGL 5300 Ethics for the Legal Professional (3)

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

LEGL 5400 Anglo-American Legal History (3)

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

LEGL 5450 American Constitutional Law (3)

Students study legal constitutional principles. Emphasis is on access to the courts, growth of federal power under the Commerce Clause, due process and equal protection, and case law methodology. **Prerequisite**: LEGL 5000.

LEGL 5470 Civil Actions (3)

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

LEGL 5480 Criminal Actions (3)

This course is an in-depth study of all facets involving criminal law. Students will study the criminal court system from law enforcement investigations through criminal trials and correctional facilities. Students will also study United States Constitutional Amendments which deal with criminal law, as well as statutory laws involving crimes against persons and property. **Prerequisite**: LEGL 5000.

LEGL 5490 Advanced Topics in Law (3)

Current and significant issues in legal studies are examined. Course content focuses on selected topics, with emphasis given to new and emerging developments in the field. May be repeated for credit if content differs. **Prerequisites**: LEGL 5000 and LEGL 5260.

LEGL 5500 Professional Seminars (1-3)

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

LEGL 5501 International Trials: An International and Informed View (3)

This course will utilize the unique function of the Hague as a center of international trials by preparing students before they observe the trials and court proceedings to understand the basics of international law and the facts and issues that underpin the trials and related institutions they will observe. The procedural and substantive law that controls trials in the United States and in international law will be compared. Because this course depends heavily on the specific trial being conducted at the time of the course, it is impossible to present definite class agendas.

LEGL 5502 International Criminal Law: A Human Rights Perspective (3)

This course will offer a comparison between international law as viewed by most of Europe and as viewed by the United States. The impact of those two views of international law will be studied both in theory and as they apply to tribunals, governmental organizations, and non-governmental organizations that are located in the Hague.

LEGL 5503 International Issues Related to Women and Children (3)

This course will explore issues relating to women and children from an international perspective. Special attention is directed toward comparing and contrasting law and policy on juvenile delinquency; women, children, and poverty; child labor; child soldiers; and child maltreatment.

LEGL 5504 Contract Law (3)

Review of substantive law and practical implications for paralegals in the area of interpretation and drafting of contracts, the Uniform Commercial Code, and remedies. **Prerequisite**: LEGL 5000.

LEGL 5505 Constitutional and International Issues: Human Trafficking & Slavery (3)

This course will explore constitutional and human rights issues which arise as individual countries and the international community work to address issues and concerns involving slavery and human trafficking. Topics discussed include: trafficking in women and children; sexual exploitation; labor exploitation, i.e. domestic slavery, forced labor, bonded labor; racial discrimination; refugee issues/status; and other related topics. The mandatory on-site portion of this course is offered in Leiden, the Netherlands.

LEGL 5506 International Law and the Environment (3)

This course will explore the development of international law on issues related to environmental concerns, including the international lawmaking process, development of treaties and protocols related to regulation of national resources, waste management issues, environmental concerns relating to marine environments, laws related to freshwater resources; exchange of information among countries, and reporting and monitoring issues.

LEGL 5507 The Hague: Peacemaking Catalyst in International Conflict (3)

This course will explore The Hague's pivotal role in preventing, resolving, and redressing international conflicts, with heavy emphasis on law enforcement and interpretation. Numerous law-related institutions that make The Hague their home will be explored, including international courts, international law-enforcement establishments, legal think tanks, international arms-control entities, and dispute resolution organizations. Pertinent documents and analysis by leading experts in the field will be studied, discussed, and analyzed, with an eye toward the future roles these entities may play in peacemaking.

LEGL 5508 Collision Course: A Critical Approach (3)

This course will lay a foundation for student understanding of basic international law principles. In addition to exploring the traditional topics of international law such as sources of international law, the role of states, and the management of international conflict, the course will consider the application of international law as applied outside of the United States. Particular emphasis will be placed on the effect of these often colliding views on human rights around the world.

LEGL 5550 Paralegal Clinical Studies (3-6)

The internship augments the legal studies curriculum by placing the student in a private or public organization under the supervision of an appointed internship supervisor. Application for placement should be made a term in advance of enrollment. **Prerequisite**: Completion of all other required courses in this major.

LEGL 5601 Professional Ethics in National Security Law (3)

This course exposes students to ethical codes and standards that apply to national security law and challenges students to apply them in a variety of professional and employment situations within the field of national security, including law and government. The course primarily focuses on United States' standards while acknowledging the transnational nature of national security law.

LEGL 5800 Computers and the Law (3)

This course will provide students with an overview of computer technology applicable to law office management, document production, scheduling (including docket control), research, litigation support, and communication with other systems. This course will include hands-on computer assignments. It is designed to train paralegals with the theoretical and practical skills to enable them to work in legal environments that utilize computers. **Prerequisites**: LEGL 5000 and LEGL 5260.

LEGL 5850 Advanced Legal Writing (3)

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

LEGL 5905 Intellectual Property Law for Paralegals (3)

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

LEGL 5925 Patent and Trademark Law for Paralegals (3)

This is a substantive law course covering the federal patent statute (35 U.S.C. 1 et seq.), the federal trademark statute (15 U.S.C. 1051 et seq.), and representative state trademark statutes. This course will follow the process of patenting inventions from prior art searching, to preparing and filing patent applications, to prosecuting patent applications and post issuance topics. Additionally, the course will address the process of selecting and protecting trademarks including pre-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.

LEGL 6000 Research and Writing Project (3)

This is a capstone course for Masters' Legal Studies students. Relying on the American Association for Paralegal Education's Core Competencies for Paralegals Programs, students will demonstrate the ability to apply the knowledge they have learned in all of their legal studies courses to practical situations. Students will complete a portfolio that contains examples of the student's work, an employment cover letter and résumé. The student's portfolio should also demonstrate the ability to do basic legal research, draft legal documents, use law office software, summarize depositions, and draft interrogatories. Finally, students will also have to show their ability to communicate effectively through oral interviews with the professor and potential employers. **Prerequisite**: Completion of all other required courses in this major.

MBA - Master of Business Administration

Course Descriptions

MBA 5010 Value Creation (3)

The successful business organization correctly identifies and efficiently manages those activities with the potential to generate the greatest possible value, congruent with overall organizational direction. This course lays the foundation for further study by carefully examining the meaning and potential sources of value creation, the interaction of stakeholder interests in the distribution of value created and the specific role of functional business areas in the generation of value. There is an additional course fee of $42.

MBA 5020 Quantitative Methods for the MBA (3)

This course provides an overview of quantitative skills necessary to succeed in the MBA program. The time value of money concept is used as context to assist students in learning basic math functions and how to compute them within Excel. The student is also introduced to basic probability calculations and concepts including the normal distribution.

MBA 5030 Market Analysis and Business Planning (3)

Optimal business decisions are based on a plan that maximizes the value of the organization. This course is designed to help students develop the analytical skills necessary to create effective plans based on the evaluation of an organization's strengths and

the external environment in which it operates. **Prerequisites**: BUSN 5000 and MBA 5010.

MBA 5100 Adding Value through Human Capital (3)

Human capital is a valuable asset that influences productivity and performance. Employees contribute most effectively to business objectives and value when their goals are aligned with those of the organization. This course explores the role the new workforce ecosystem, team dynamics and effective leadership play in strengthening this link. **Prerequisites**: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5200 The Financial Value of Capital Projects (3)

In order to increase the financial value of a firm, a project must produce sufficient profits to satisfy the firm's owners. In this course, students evaluate whether proposed projects are consistent with the business plan and use capital budgeting techniques to determine if projected cash flows adequately compensate the organization for the risk associated with the project. **Prerequisites**: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5300 Providing Value to Customers (3)

A successful organization delivers value to its customers. This course covers the activities of strategic marketing to manage external uncontrollable factors on the firm's strengths, weaknesses and objectives with the goal to identify desired customers, build and maintain relationships with them, and determine appropriate market mix, which best creates sustainable market-centered value. **Prerequisites**: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5400 The Supply Chain and Business Processes (3)

Efficient operations are a key component of firm value. This course delves into the supply chain and other business processes with a focus on continuous improvement. Students explore workflow processes, inventory systems, logistics, cost estimation, project management and variance analysis. **Prerequisites**: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5500 Information Support for Decision Making (3)

In order to appropriately assess new value creating opportunities and efficiently manage internal processes, businesses need access to accurate, useful data. This course provides an overview of an organization's information infrastructure and the processes by which data is acquired, secured, analyzed and presented to decision makers. **Prerequisites**: BUSN 5000, MBA 5010, MBA 5020 and MBA 5030.

MBA 5910 Cases in Value Creation (3)

Walker School of Business and Technology students address a real-world organizational opportunity or challenge and create value-added solutions. Teams communicate their recommendations in both oral and written reports. There is an additional course fee of $42. **Prerequisites**: MBA 5100, MBA 5200, MBA 5300, MBA 5400 and MBA 5500 (can be taken concurrently with MBA 5500).

MBA 5920 Walker Consulting Project: Adding Value to Organizations (3)

Walker School of Business and Technology students address a real-world organizational opportunity or challenge and create value-added solutions. Teams communicate their recommendations in both oral and written reports. **Prerequisites**: MBA 5100, MBA 5200, MBA 5300, MBA 5400 and MBA 5500.

MEDC - Media Communications

Course Descriptions

MEDC 5000 Media Communications (3)

Students examine communications theory and its application to mass media. The course introduces students to the graduate program and describes program expectations as well as introduces research methodologies used throughout the program and discusses academic preparation for MEDC 6000 Seminar in Media Communications. Therefore, students must take this course even if they have academic and/or professional experience in media communications. **Prerequisite**: Students should have an educational background or professional experience in media communications, or they must enroll in 6 credit hours of additional preparatory undergraduate coursework, as determined by an academic advisor.

MEDC 5010 Introduction to Graduate Studies: Advanced Thinking and Writing (3)

This course is an introduction to graduate studies that provides students with knowledge and skills in three important ways to maximize academic success as a graduate student. The course will focus on critical thinking and advanced analysis skills, basic information on academic research and library searches, and advanced writing. The course will also offer a brief introduction to effective online learning.

MEDC 5200 Directed Studies in Media Communications (3-6)

Under faculty supervision, students examine an area of specialty not currently offered in the media communications curriculum. The student and instructor develop a written course proposal. Requires approval of the chair of the Communications and Journalism Department. Course may be repeated for credit if content differs, not to exceed 6 credit hours. **Prerequisite**: MEDC 5000.

MEDC 5290 Issues in Media Communications (3-6)

Current and significant issues in media communications are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Course may be repeated for credit if content differs, not to exceed 6 credit hours. **Prerequisite**: MEDC 5000.

MEDC 5300 Strategic Communications (3)

This course is taught from a top-management perspective regarding the strategic role of communications, and the communications manager, in achieving the company mission and measurable bottom-line results. It introduces students to an integrated approach to managing all communications functions, including all direct and indirect communications requirements for both internal and external audiences and intermediaries, such as customers, suppliers, distributors, employees, shareholders, competitors, politicians, analysts, journalists and lobbyists. It encompasses the functional areas of marketing communications, organizational communications, media relations, investor relations, government relations and corporate branding.

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.

MEDC 5350 Media Organization and Regulations (3)

The student examines the legal structure of the media communications industry. The course focuses on the formation, rationale, and implications of policies that form the basis of media law and regulation. **Prerequisite**: MEDC 5000.

MEDC 5360 International Communications (3)

This course focuses on the history, issues, and future of international communications. The class considers individual media systems, including different understandings of the role of the media, freedom of the 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.

MEDC 5390 Practicum (3)

Students undertake, with the supervision of a qualified professional, an approved internship in a media-related setting. The course includes work and academic experience. The work experience involves professional media duties. The academic experience involves written assignments and attendance at seminars. The outline of duties and evaluative methods are established by the student and the internship mentor and approved by the mentor prior to initiation of the program. **Prerequisites**: Completion of at least 21 credit hours in the MA in media communications program, including MEDC 5000; meeting program criteria; and permission of the internship director and the department chair. Note: Internships should be directly relevant to students' course of studies and majors.

MEDC 5400 Media Production Management (3)

The student applies theories of how communications campaigns work in a real-world environment. Students will critically examine all aspects of the strategic campaign planning process, including research, budgeting, planning, writing and evaluation. The course focuses on how corporate communications, such as public relations, internal communications, advertising and marketing all work together to achieve organizational objectives. **Prerequisite**: MEDC 5000.

MEDC 5460 Media Research (3)

This course introduces students to the major research methodologies, communication theories, and topics of study within media research. Theories, models, and methods are applied toward the development of research projects. Students discuss and examine qualitative and quantitative methods of media research employed by various aspects of the media. **Prerequisites**: MEDC 5000, MEDC 5310 strongly recommended.

MEDC 5500 Professional Seminars (1-3)

Students may supplement the core and elective courses in media communications with professional seminars designed to examine contemporary issues in this field. Course may be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation. This course may not be completed by directed study. **Prerequisite**: Graduate standing. Undergraduate seniors require approval from their academic advisor.

MEDC 5550 Topics in Media Communications (3-6)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of communications. Topics are timely and of interest to professionals currently working in or pursuing media-related careers. Classes may focus on such topics as campaign strategy and political power; video and media literacy; ethical issues in the media; applications for podcasting and blogs; creating cultural change through organizational communications; etc. May be repeated once for credit if content differs and is appropriate for student's course of study, not to exceed 6 credit hours. **Prerequisites**: May vary by topic.

MEDC 5600 Introduction to Interactive Communications (3)

A practical, up-to-date introduction to the documentation process required to plan and initiate interactive multimedia projects. This course offers a comprehensive approach to planning interactive media projects within an ever-changing multi-device environment. Through hands-on exercises, students will become familiar with the key processes and decision points required to fully document aspects of strategy, research, planning and implementation for digital projects.

MEDC 6000 Seminar in Media Communications (3)

In this course, students create a capstone research project. Students are expected to synthesize and integrate the learning experiences acquired in the curriculum and to evaluate current media communications research topics relative to a particular area of interest. Students should seek to add to the body of media communications knowledge with all capstone research projects. Papers used in previous courses cannot be resubmitted or repackaged in order to meet the requirements of this course. However, it is acceptable to continue researching ideas which students may have pursued during their degree program, building on them to complete the large, comprehensive paper required in this capstone course. Students are encouraged to have their capstone research project topics approved prior to the start of class. **Prerequisite**: Completion of all other graduate courses in program. This should be the last course taken before graduation. Any exceptions must be approved prior to registration by submitting a program option request to be signed by the department chair.

MEDC 6250 Thesis Project in Media Communications (3-6)

The student synthesizes and integrates the learning experiences from all previous media communications courses and researches a specific topic to complete a thesis project relevant to the student's media communications major. The student must submit a written project proposal. **Prerequisites**: Completion of all other graduate courses and approval of written project proposal by the chair of the Communications and Journalism Department. The written project proposal must follow current thesis guidelines and include appropriate graduate thesis forms.

MIGR - Migration, Climate Change and the Environment

Course Descriptions

MIGR 6250 Thesis (6)

The student completes a thesis project under the supervision of two faculty members. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy

expects proposals to be submitted before the 24th credit hour is completed. **Prerequisite**: Completion of 30 credit hours including MIGR 5100.

MIGR 6900 University Thesis Requirements (0)

Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the University library. Recognizes successful completion of all thesis requirements. **Prerequisite**: Completion of 30 credit hours including MIGR 5100.

MNGT - Management

Course Descriptions

MNGT 5000 Management (3)

This course introduces the principles of management and leadership by engaging the four primary managerial functions of planning, organizing, leading and controlling. Students learn to conduct environmental analysis, analyze strategy, structures and governance utilized by managers for creating effective and efficient organizations. There is an additional course fee of $30.

MNGT 5300 American Business and Management (3)

The international student is introduced to the language and terminology of business and management in the United States. Students examine the fundamental concepts and practices of American business and management and the social, economic, and political implications in the application of these concepts. Note: This course is for students who have satisfactorily completed English as a Second Language.

MNGT 5500 Professional Seminars (1-3)

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

MNGT 5590 Organizational Behavior (3)

This course introduces students to the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

MNGT 5650 Management and Strategy (3)

Strategic management refers to long-term resource allocation decisions either in pursuit of competitive advantage or pressing the current advantage at the right time. This course teaches students how to analyze an industry to understand profit potential. This course teaches how to conduct an internal analysis to understand relative competitive strength. The course provides hands-on experience in decision-making using the Capstone Simulation. There is an additional course fee of $99. **Prerequisites**: BUSN 5200 and MNGT 5000.

MNGT 5670 Managerial Leadership (3)

Organizational leadership is the process of influencing other people to achieve organizational goals. This leadership course reviews and builds upon the basic knowledge of leadership provided in an introduction to organizational behavior course by expanding the scope and depth of the student's knowledge of leadership theories, by providing practice in basic leadership skills, and by developing the student's self-knowledge of his or her preferred leadership styles.

MNGT 5710 Cross Cultural Management (3)

Culture's influence on attitudinal and behavioral differences that arise in international and domestic business is examined. Course considers various organizational models designed to address cultural differences at the interpersonal, intergroup, and cross-national levels.

MNGT 5870 Issues in Management (3)

Current issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. May be repeated for credit if content differs.

MNGT 5910 Ethical and Legal Issues in Management (3)

Students examine current topics in the areas of law, regulatory controls, and ethical issues. Discussions focus on the implications of these legal situations in management.

MNGT 5950 The Woman Manager (3)

Students examine the role of women in modern industrial society. Emphasis is placed on the particular difficulty women experience in assuming managerial roles in a predominantly male enterprise. Course content focuses on the managerial tools women managers may use to control their organizations.

MNGT 5960 Corporate Budgeting and Control (3)

The student examines the method by which modern American business looks at the future and marshals its financial resources to cope with change. Course content focuses on the development of forecasting techniques, planning strategies, and the creative use of budgeting.

MNGT 5990 Corporate Responsibility and Society (3)

In this course students evaluate the role of business in society and the demands managers face in maintaining moral integrity while fulfilling their obligations as agents of organizations and firms. Special emphasis is placed on ethical issues confronted by middle managers, as well as strategic implications of corporate responsibility.

MNGT 6000 Integrated Studies in Management (3)

In this capstone course, the student is expected to analyze, synthesize, and integrate the conceptual and theoretical knowledge based around the four program learning outcomes using a case study. The emphasis is on the application of theoretical and conceptual material found in management, leadership, strategy, and problem-solving frameworks. **Prerequisites**: MNGT 5000, MNGT 5590, MNGT 5670, MNGT 5650, BUSN 5200, HRMG 5000 and HRDV 5630.

MNGT 6250 Thesis (6)

The student completes a management thesis project under the supervision of a faculty thesis supervisor and one other faculty member. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site

where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisites**: Completion of all core course requirements for their major, as well as any specific prerequisite course specified for the thesis course. A thesis may not be substituted for any core course or for any capstone course requirement for the student's field of study.

MNGT 6500 Management Internship (3)

This course is designed to enhance the graduate management curriculum. Along with a faculty internship coordinator, students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. All work performed for the purpose of satisfying the requirements of the internship program must in some way relate the field of management.

MNGT 9950 Travel Course-Issues in Management (3)

Current issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. Total Quality Management, self-directed work teams, workplace innovation are recent examples. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

MRKT - Marketing

Course Descriptions

MRKT 5000 Foundations of Marketing Strategic Thinking (3)

This survey course is an applied-based introduction to the process of strategic decision-making within the marketing functions of an organization. The goal of this course is to assist students in advancing their ability to determine and employ effective goals, strategies and tactics which create (i.e. market oriented) and capture (i.e. organization oriented) value. The course topics include: market sensing; marketing strategy; buyer/consumer behavior; segmentation, targeting and competitive positioning; market mix goals, strategies and tactics. There is an additional course fee of $50.

MRKT 5500 Professional Seminars (1-3)

Students participate in seminars designed to examine contemporary issues in marketing. The professional seminar supplements the core and elective courses in the area of marketing by focusing on issues of current and special interest. This course may not be completed as directed study. May be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation.

MRKT 5520 Consumer Behavior (3)

The course includes an analysis of consumer motivation, buyer behavior and perceptions, market adjustment, and product innovation relative to current theories of consumer market behavior and product reactions. Communication vehicles necessary to target specific marketing strategies to address unique consumer buying behavior traits are an integral part of this course. **Prerequisite**: MRKT 5000.

MRKT 5550 Sales Management (3)

This course is designed to help the students become familiar with the theory, concepts, terminology, and problem-solving techniques used in sales and how sales are an important part of the overall promotion plan. In addition, the student will be given insight into how a successful salesperson communicates, including an analysis of consumer buying behavior. **Prerequisite**: MRKT 5000.

MRKT 5570 Marketing in Electronic Commerce (3)

This course will focus on the strategy involved to market products and services in the age of electronic commerce. Specific emphasis will be placed upon understanding the paradigm shift that the internet has created in business and marketing's role in that shift. Both consumer and business-to-business applications will be discussed as well as topics such as website functionality, search engine optimization, and the use of social media.

MRKT 5610 Marketing Channel Management (3)

The student studies distribution processes and institutional structures as subsystems of marketing strategy. Focus is on channel structure, product assortment considerations, promotional activities, pricing strategies, and physical logistics necessary to achieve channel objectives. Governmental, economic, and competitive aspects affecting channel management are included. **Prerequisite**: MRKT 5000.

MRKT 5690 Pricing Strategies (3)

Students study pricing theory in-depth as it applies to marketing strategy decisions. This course includes study of the impact of pricing decisions on income statement performance, gross margins, contribution margin results, and price changes on profitability. **Prerequisite**: MRKT 5000.

MRKT 5720 Promotional Management (3)

Students examine the use of all available promotional vehicles to communicate to potential customers the messages that support the objectives of the marketing plan. Each of the four elements of the promotion mix is covered: advertising, publicity, sales promotion, and personal selling. Specific focus is applied to building differentiated value perceptions in the customers in relation to competitors' products. **Prerequisite**: MRKT 5000.

MRKT 5730 International Marketing (3)

Students are exposed to several aspects of international marketing. This includes the international marketing environment and the international marketing mix — product, pricing, distribution, promotion — as well as emerging issues in international trade such as trading blocs, trade barriers, and standardization/adaptation. **Prerequisite**: MRKT 5000 or permission of the instructor.

MRKT 5740 Management of Digital Marketing (3)

This course examines the management of digital marketing including strategy, implementation and executional considerations. Participants will acquire the fundamental knowledge of how to formulate an integrated digital marketing plan through a combination of lecture, case studies, and course projects. **Prerequisite**: MRKT 5000.

MRKT 5750 Management of Social Media (3)

Students examine tactical and strategic processes necessary for utilizing social media to engage customers and develop markets. Emphasis is placed on measuring and tracking effectiveness of social media marketing strategies. **Prerequisites**: MRKT 5000 and MRKT 5740.

MRKT 5790 Digital Marketing Strategy (3)

The course will allow students to strategically integrate the skills and knowledge from the prerequisite courses (listed below). This will be accomplished through a combination of lecture, case studies, and course projects. Successful students will complete

the course with a comprehensive knowledge of and experience with how to develop an integrated digital marketing strategy from formulation to implementation. **Prerequisites**: MRKT 5740, MRKT 5750 and MRKT 5895.

MRKT 5850 Marketing Research (3)

Students examine the application of research in gathering and analyzing information to forecast and control marketing activities. Problem formulation, procedures of research techniques, and application of tools and models to improve marketing decisions are covered in depth. This course includes a statistics component. Emphasis is given to acquiring and analyzing marketing information, understanding primary and secondary sources of information, and survey research techniques. Attention is given to improve techniques and criteria for identifying and selecting markets, and the usefulness of marketing data is evaluated. This course is presented from a viewpoint of a consumer of marketing research, rather than a practitioner of marketing research. **Prerequisites**: MRKT 5000, MRKT 5890 or BUSN 5760.

MRKT 5890 Marketing Statistics (3)

The student examines the application of statistical analysis to marketing decisions. Descriptive statistics, probability theory, sampling theory, statistical inference, and techniques of statistical analysis are included, especially as they apply to real-life marketing decisions in business. MBA students should take MRKT 5890. Students who have completed BUSN 5760 may not enroll in MRKT 5890. MBA students who are taking an emphasis in marketing and who take BUSN 5760 can substitute that course for MRKT 5890. **Prerequisite**: MRKT 5000.

MRKT 5895 Marketing Analytics (3)

The overarching purpose of this course is to convey the benefits of a systematic and analytical approach to marketing decision-making. Further, students will learn to build skills, acquire knowledge and develop attributes necessary to undertaking such marketing analysis. This course will prepare individuals who (1) appreciate the importance of competitive advantages leveraged by analytics: (2) understand the existence of the tools, the advantages and limitations of each tool; and (3) can apply these tools, interpret the input and communicate the output from these tools and models and apply them to assist business decisions. **Prerequisites**: MRKT 5000 or equivalent and BUSN 5760 or MRKT 5890.

MRKT 5960 Marketing Management (3)

The student examines the life cycle management of a product from inception to the point where it is no longer offered. Specific topics covered in the course include the product development cycle, product assortment decisions, branding, pricing, and others that make up the marketing mix and that are dynamic throughout the product life cycle. Specific emphasis is placed on identifying marketing problems, investigating alternative solutions, and rendering appropriate strategies and decisions. Techniques associated with situational analysis of problems are stressed. **Prerequisites**: At least four courses (12 credit hours) from the MS in marketing program must be completed with a B- or better.

MRKT 5990 Strategic Market Planning (3)

This course is designed to develop the student’s ability to effectively assemble an entire strategic and tactical market plan. The student prepares strategic and tactical market plans for a consumer product, an industrial product, and a specific service. The entire concept of marketing is employed in this course, relating to the three basic areas of marketing applications: consumer goods, industrial goods, and services. The specific differences between strategic and tactical planning are covered in depth. This course stresses market planning rather than problem solving. **Prerequisite**: MRKT 5960.

MRKT 6000 Integrated Studies in Marketing (3)

The student is expected to synthesize and integrate the learning experiences acquired in marketing and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of all other required courses in this major.

MRKT 6250 Thesis (6)

The student completes a marketing thesis project under the supervision of a faculty thesis supervisor and one other faculty member. The thesis option is recommended for those considering graduate study at the doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. Proposal forms are available from the department website. Students must secure approval of their proposal from the academic director or coordinator of the program at the site where the thesis is to be done. General policy expects proposals to be submitted before the 24th credit hour is completed. **Prerequisites**: Completion of all core course requirements for their major, as well as any specific prerequisite course specified for the thesis course. A thesis may not be substituted for any core course or for any capstone course requirement for the student's field of study.

MRKT 6300 Marketing Analytics Integrated Practicum (3)

This capstone practicum serves as the integrative culminating experience for the graduate marketing analytics emphasis, bridging the technical rigors with the strategic frameworks. Students will engage in a hands-on exploration of how descriptive and predictive analytics integrate with Enterprise Resource Planning (ERP) systems to drive marketing-led growth.

Applying Business Intelligence (BI) concepts — including big data principles, regression modeling multidimensional scaling, and ETL processes — students will utilize various platforms like Power BI to analyze complex consumer transactional data. The course emphasizes the "Information vs. Insights" pipeline, requiring students to not only execute technical procedures like cluster and conjoint analysis but also to effectively communicate resulting insights that support broader organizational efforts. Through a comprehensive system-based project, students will demonstrate mastery in developing, evaluating, and translating analytical efforts into viable marketing strategies to optimize enterprise operations. **Prerequisites**: CSBU 5320, CSDA 5310 and CSBU 5420.

MRKT 6500 Marketing Internship (1-6)

This course is designed to enhance the graduate marketing curriculum. Along with a faculty internship coordinator, students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. All work performed for the purpose of satisfying the requirements of the internship program must in some way relate to the field of marketing.

MRKT 9950 Travel Course-Issues in Marketing (3)

Current and significant issues in marketing are examined. Course content focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

MUSC - Music

Course Descriptions

MUSC 4010 Studio Composition (1-3)

For students contemplating composition and related activities as occupations. Each student develops content in consultation with the instructor. May be repeated for credit. **Prerequisite**: MUSC 3010 or permission of the instructor.

MUSC 4070 Choral Arranging (2)

Covers arranging for choral ensembles of various voice groupings and abilities. Projects may include arrangements of folk songs, simplification or re-voicing of previously composed choral music, adapting choral parts to accommodate boys' changing voices, limited ranges, and other exigencies. **Prerequisite**: MUSC 1020 or permission of instructor.

MUSC 4080 Secondary Choral Methods and Literature (3)

This course is designed to help prepare the prospective music educator with the essential musical knowledge, teaching skills, and values necessary to provide a meaningful choral experience for their students. **Prerequisite**: MUSC 3410 or permission of the 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 the instructor.

MUSC 4170 Piano Literature I (2)

Designed primarily for junior or senior piano majors. A survey of the standard keyboard literature for piano. Style analysis, performance-practice problems, and editions are emphasized. **Prerequisite**: Permission of the instructor.

MUSC 4175 Piano Literature II (2)

Continues MUSC 4170. **Prerequisite**: MUSC 4170.

MUSC 4185 Piano in Chamber Music Literature (3)

A survey of the chamber music keyboard literature. Style analysis, performance-practice problems, and editions are emphasized. **Prerequisite**: Permission of the instructor.

MUSC 4220 Instrumental Music Methods (3)

Teaching and administering the instrumental music program, grades 5-12, with emphasis placed on philosophy, facilities/equipment management, ensemble development (concert band/wind ensemble, orchestra, marching band, and chamber ensembles), and appropriate repertoire and methodology for technical and musical growth. **Prerequisite**: Two semesters of MUSC 2120.

MUSC 4250 Voice Pedagogy I (2)

Studies the human voice and its registers, classification of voices, methods of practicing, analysis, style, and selection of literature. **Prerequisite**: Junior or senior voice student or permission of the instructor.

MUSC 4255 Voice Pedagogy II (2)

Students enrolled in the Voice Pedagogy courses study the human voice through reading, writing, listening, and class discussion. **Prerequisite**: MUSC 4250.

MUSC 4260 Piano Pedagogy I (3)

Examines teaching materials from beginning through intermediate levels. Students gain supervised teaching experience. **Prerequisite**: Junior or senior piano student or permission of the instructor.

MUSC 4270 Piano Pedagogy II (1)

Continues MUSC 4260. **Prerequisite**: MUSC 4260.

MUSC 4320 Jazz Education Methods (2)

A survey of pedagogical techniques, conducting, and teaching materials for the development of the middle school and high school instrumental and vocal jazz program. **Prerequisite**: Permission of the instructor.

MUSC 4340 Jazz Scoring and Arranging I (3)

Covers scoring and arranging for jazz ensembles of various sizes, from combo to jazz orchestra. Material covered includes melodic and rhythmic variation, reharmonization and voicing techniques, jazz instrumentation and orchestration, elements of form, and score and part preparation. **Prerequisites**: MUSC 1020 and MUSC 1380.

MUSC 4350 Jazz Scoring and Arranging II (2)

Continues MUSC 4340. **Prerequisite**: MUSC 4340.

MUSC 4370 Advanced Topics in Music Entrepreneurship (3)

A series of upper-level topics courses in music entrepreneurship for music majors. Example topics include marketing for musicians, how to run a private teaching studio, freelancing, music administration, non-profits, crowd funding, grant writing. May be repeated when content differs. **Prerequisite**: MUSC 3000 or permission of the instructor.

MUSC 4700 Advanced Topics in Music (2-3)

A capstone course synthesizing various aspects of music history, theory, performance practice, and/or vernacular and world music traditions. **Prerequisites**: permission of the instructor.

MUSC 4800 Advanced Topics (2-3)

Course content varies each semester. See current course schedule for subject matter for a particular semester. Credit may be in music history, music theory, music business, or music education. May be repeated for credit. **Prerequisites**: permission of the instructor.

MUSC 4900 Webster University Chorale (1)

This choir is open to undergraduate singers in the University community. The Chorale performs a variety of choral literature representing many periods and styles, sometimes in cooperation with other Webster choirs. May be repeated for credit. **Prerequisite**: Audition or permission of the instructor.

MUSC 4910 Webster University Chamber Singers (1)

This select chamber choir is open to all students by audition. The Chamber Singers perform a cappella and accompanied choral masterpieces from the Renaissance to the present, sometimes in cooperation with other Webster choirs. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4920 Webster University Aurelia (1)

This choir is open to undergraduate and graduate students in the University community. Aurelia performs a variety of choral literature for treble voices, representing many periods and styles, sometimes in cooperation with other Webster choirs. Treble voices only. May be repeated for credit. **Prerequisite**: Audition or permission of the instructor.

MUSC 4940 Webster University Orchestra (1)

The Webster University Orchestra is comprised of student musicians, faculty members, and community members. The orchestra presents concerts with repertoire from chamber orchestra to full symphonic settings. May be repeated for credit. **Prerequisite**: Audition. Instrumental majors who do not qualify will be placed in other instrumental ensembles.

MUSC 4945 New Music Ensemble (1)

Explores contemporary acoustic, electronic, MIDI and improvisational works by Webster students and faculty, as well as major composers from the 20th and 21st centuries. Membership is open to instrumentalists and singers from classical, rock, and jazz backgrounds.

MUSC 4950 Webster University Chamber Music Ensembles (1)

The Department of Music offers numerous smaller ensembles, including New Music Ensemble, Guitar Ensemble, String Quartet, Sax Ensemble, Woodwind Quintet, and the like. Enrollment in each of these ensembles is by permission of the appropriate instructor. Additional information is available from the Department of Music.

MUSC 4955 Webster University Jazz Singers (1)

A select vocal jazz ensemble focusing on jazz charts for mixed voices. Emphasis is placed on improving vocal technique, ensemble singing, development of improvisational skills, an ongoing emphasis in building sight reading, overall musicianship skills, improvisation and the study, listening and performance of vocal jazz styles and vocal jazz choral repertoire. **Prerequisite**: Permission of the instructor.

MUSC 4960 Webster University Jazz Combos (1-2)

The Jazz Ensembles are combos of three to eight members that offer a practical approach to jazz styles and improvisation through rehearsals. The Jazz Ensembles perform a wide range of music from the past 100 years on weekly Monday afternoon recitals as well as public concerts each semester. May be repeated for credit. **Prerequisite**: Audition. **Co-requisite**: MUSC 0990 (Jazz).

MUSC 4970 Webster University Jazz Collective (1)

The Jazz Collective is a large ensemble that performs literature from all style periods of jazz, with focus placed on works from after 1960. Emphasis is placed on developing skills in improvisation, stylistic awareness, reading, and ensemble interaction. The ensemble performs several concerts each semester. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4980 Webster University Wind Ensemble (1)

The Wind Ensemble is open to all woodwind, brass, and percussion students. The ensemble is comprised of the brass ensemble, chamber winds, saxophone ensemble, and percussion ensemble, each of which is directed by a faculty specialist. These groups join together to form the Wind Ensemble. Emphasis is placed on literature that calls for one performer per part in works from the Renaissance through contemporary periods. The ensemble presents four concerts annually. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4990 Webster University Opera Studio (1)

The Opera Studio is open by audition to all Webster voice students. The ensemble presents opera scenes and complete works from the Baroque through contemporary periods twice annually. The ensemble frequently works with renowned guest directors and conductors, and receives assistance from Repertory Theatre of St. Louis and Opera Theatre of St. Louis. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4995 Opera Workshop and Acting for Singers (1)

This course empowers students to present artistic performances and demonstrate improvised skills in musicianship, vocalism, role preparation, characterization, and stagecraft. Exercises in singing-acting, character research and role preparation assignments (including foreign language translation), as well as the study and rehearsal of selected individual scenes from the lyric theatre will culminate in a public presentation. May be repeated for credit. **Prerequisite**: Audition or permission of instructor.

MUSC 5001 Applied Piano (2-4)

One hour-long lesson weekly on piano. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite**: Graduate standing.

MUSC 5002 Applied Voice (2-4)

One hour-long lesson weekly on voice. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite**: Graduate standing.

MUSC 5003 Applied Jazz (2-4)

One hour-long lesson weekly on a jazz instrument. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite**: Graduate standing.

MUSC 5004 Applied Instrument (2-4)

One hour-long lesson weekly on an orchestral instrument or guitar. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite**: Graduate standing.

MUSC 5005 Applied Organ (2-4)

One hour-long lesson weekly on organ. For graduate students admitted to the Department of Music. May be repeated for credit. **Prerequisite**: Graduate standing.

MUSC 5010 Studio 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 5030 Eighteenth Century Counterpoint (3)

Practical study of counterpoint as used in the works of Bach and other 18th-century composers. Includes study of species counterpoint, short two-voice compositions, invention, fugue, and extensive analysis of the music of the 18th century. **Prerequisite**: Graduate standing.

MUSC 5040 Music of the Twentieth Century (3)

This course involves a comprehensive study of 20th-century western 'art' music, and includes core competencies in both historical perspectives on musical developments since the beginning of the century to the present, and analytical techniques designed to master a theoretical understanding of these developments. The analytical work will include advanced aspects of tonality, modality, atonal theory, 12-tone theory, and set theory. The historical aspects will include consideration of individual composers, movements and ‘isms,’ aesthetics, and both political and social perspectives on cultural developments in the twentieth century. The development of your abilities to synthesize historical and analytical perspectives is an essential component of this course. Learning to understand the intellectual relationship between music literature and both historical and cultural contexts will also be a central concern of your study.

You will learn to read, interpret and identify scores and performances that represent the work of major twentieth-century

composers and the important stylistic developments of this period. You will be expected to master terminology and the reading of twentieth century musical notation. You will also be expected to conduct advanced research for the writing of a paper. **Prerequisite**: Graduate standing.

MUSC 5050 Graduate Music Theory Review (2)

A review of fundamental music theory concepts to prepare students for graduate coursework in music analysis. Includes a review of scales and modes, key signatures, diatonic and chromatic harmony, voice-leading, counterpoint, cadences, the basic phrase model, modulation, phrase structure, and form. **Prerequisite**: Graduate standing or permission of the instructor.

MUSC 5090 Graduate Colloquium (0)

Weekly presentations of current and in-progress research and creative work by graduate students. **Prerequisite**: Graduate standing.

MUSC 5100 Analytical Techniques I (3)

MUSC 5100 is the first of a two-semester course sequence that focuses on the analysis of traditional Western music dating from approximately 1650 to the present. In this semester, we will study analytical approaches that can be applied to Baroque, Classical and Romantic compositions. These analytical techniques include structural and formal approaches, Schenkerian analysis, motivic analysis, interdisciplinary approaches and ways to analyze musical ambiguity to provide a deeper understanding of music from the common practice period. **Prerequisite**: Graduate standing.

MUSC 5110 Analytical Techniques II (3)

MUSC 5110 is the continuation of a two-semester course sequence that focuses on the analysis of Western art music dating from approximately 1650 to the present. In this semester, we will study analytical approaches that can be applied to twentieth- and twenty-first-century compositions. This course will investigate current trends in music theory related to modes and collections, set theory, serialism, rhythmic analysis, and formal procedures, among other analytical approaches. **Prerequisite**: Graduate standing.

MUSC 5120 Seminar in Music Literature (3)

This course involves advanced study of special topics in the history of music from all periods (Medieval, Renaissance, Baroque, Classical, Romantic and Twentieth Century). **Prerequisite**: Graduate standing.

MUSC 5150 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** Graduate standing.

MUSC 5160 Operatic Literature (3)

This course traces the development of opera from its inception through opera today. We will study of individual works within the context of general characteristics of each period. This will include detailed study of music, text, drama and aesthetics. Through class lectures, discussions, assignments (listening, reading, writing, oral presentations), and projects you will be encouraged to expand your understanding of opera and to develop your academic abilities. **Prerequisite**: Graduate standing.

MUSC 5190 Orchestral Literature (3)

This course examines the development of orchestral literature from the seventeenth century origins of the orchestra through the present. Study topics include sonata form, instrumentation, the concerto, the tone poem, and symphonies. The music of each era will be examined in relationship to historical events and geographic and demographic changes throughout history. Major works from Haydn, Mozart, Beethoven, the German Romantic composers, and twentieth century composers will be covered. **Prerequisite**: Graduate standing.

MUSC 5200 Independent Study (1-4)

Independent study involves research work on a specialized subject or project or artistic work. The emphasis in an independent study is usually on individual pursuit of a specific content or creative arena. May be repeated for credit if content differs

MUSC 5210 Seminar in Music Pedagogy (3)

A graduate-level seminar course focusing on music pedagogy. Topics may vary by semester. Example content may include teaching music theory, music history, chamber music, teaching in a private studio environment, etc. May be repeated for credit when content differs. **Prerequisite**: Graduate standing.

MUSC 5230 Seminar in Music Business (2)

This seminar addresses the theoretical as well as practical processes of creating a career as a member of a professional ensemble, a free-lance musician, teacher, composer, or conductor. Topics covered could include creating professional work, organizing ensembles, publishing music and method books, and applying for arts grants. **Prerequisite**: Permission of the instructor.

MUSC 5320 Advanced Instrumental Conducting (1-4)

The student cultivates skills in conducting instruments and instruments with voices. The course includes studies in score reading, literature, score study, and other appropriate areas of general musicianship, depending on the individual needs of the student. May be repeated for credit. **Prerequisite**: Permission of the instructor.

MUSC 5330 Advanced Choral Conducting (1-4)

The student cultivates skills in conducting voices and voices with instruments. The course includes studies in literature, score reading, diction, and other appropriate areas of general musicianship, depending on the individual needs of the student. May be repeated for credit. **Prerequisite**: Permission of the instructor.

MUSC 5370 Advanced Topics in Music Entrepreneurship (3)

This advanced course in music entrepreneurship, designed for graduate music majors, covers critical topics like advanced marketing for musicians, private teaching studio management, high-level freelancing, music administration, non-profit strategies, crowdfunding, and grant writing. Content varies to stay current with industry trends, allowing for repeated enrollment. The course equips students with essential skills for professional success in the dynamic music industry. **Prerequisite**: Graduate standing.

MUSC 5500 Music Education Workshops (1-6)

These seminars and courses supplement the core and elective courses in the music education area by focusing on topics of current and special interest, such as specific methods and techniques for music teaching. This course may not be completed by directed study. May be repeated for credit if content differs.

MUSC 5800 Advanced Studies in Music (1-6)

This course concentrates on advanced topics and may include scoring and arranging, pedagogy, history and literature,

performance practices, or musical form. May be repeated for credit if content differs. **Prerequisite**: Graduate standing.

MUSC 5900 Supervised Apprenticeship (1-2)

The apprenticeship is a practicum in which a student serves in either a continuing position as a church musician or as an apprentice in a selected position. Supervision is by a Music Department faculty member. Emphasis is on practical experience in the following areas, as deemed appropriate by the supervisor: recruit and plan for, rehearse, and direct a church choir; play the organ for a variety of types of church services; develop and maintain special groups such as children's choirs and bell choirs; budget for and administer a church music program and library; work with the church staff in a collegial and efficient manner. Students are required to maintain a well-organized and comprehensive log during the practicum.

MUSC 6250 Thesis/Document in Music (2-4)

This course focuses on original research in special projects in the field of music. **Prerequisites**: Graduate standing in music and permission of the instructor.

MUSC 6600 Graduate Recital (0)

MUSC 6600 is taken in the semester when a graduate student presents their Graduate Recital. This zero-credit course accounts for the additional work required for recital preparation, including score preparation, rehearsals with performers, program notes, a recital hearing, dress rehearsal, and the final public performance. Graduate students in performance degrees are required to prepare a minimum of 50 minutes of music for their recital; students in composition degrees must prepare at least 40 minutes of music. Specific details about repertoire requirements, recital scheduling and approval, and other logistics are outlined in the Department of Music Handbook. **Prerequisite**: Graduate standing.

MUSC 6650 Graduate Recital (0)

MUSC 6650 is taken in the semester when a graduate student presents their Graduate Recital. This zero-credit course accounts for the additional work required for recital preparation, including score preparation, rehearsals with performers, program notes, a recital hearing, dress rehearsal, and the final public performance. Graduate students in performance degrees are required to prepare a minimum of 50 minutes of music for their recital; students in composition degrees must prepare at least 40 minutes of music. Specific details about repertoire requirements, recital scheduling and approval, and other logistics are outlined in the Department of Music Handbook. **Prerequisite**: Graduate standing.

NPLR - Nonprofit Leadership

Course Descriptions

NPLR 5000 Nonprofit Organizations (3)

This course provides an overview of the management functions relevant to nonprofit organizations, including legal structure, organizational design and behavior, communications, ethics, managing information systems, assembling and managing boards, as well as program design and implementation. The focus of the course is integration of theory and real-world application in nonprofit organizations.

NPLR 5010 Governance and Executive Leadership in Nonprofits (3)

The primary focus of this course is the need to develop a strong partnership between the Board and senior leadership in nonprofits. This course will examine contemporary governance theories for nonprofits, along with applications and case analysis of small and large nonprofit organizations. In addition, the role of the chief executive as supervisor, colleague, leader and visionary will be developed and examined.

NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits (3)

This course will provide a comprehensive survey of the fundamentals and issues of marketing and resource development in the nonprofit sector. Coursework will emphasize the skills and techniques needed to develop innovative marketing plans that promote interest in the services, clients and products which comprise the focus of nonprofit organizations and that result in an overall organizational approach to resource development.

NPLR 5210 Social Enterprise and Social Entrepreneurship (3)

This course will provide an understanding of the specific skills, and knowledge required to lead and manage the revenue development process in today's social enterprise organizations. Through readings, discussion, and best practices, students will identify and examine related business revenue development and funding issues and methods with a goal of becoming a self-sustaining nonprofit or social entrepreneurial organization.

NPLR 5710 Contemporary Issues in Nonprofits (3)

Contemporary issues and trends facing today's nonprofit and social enterprises will be discussed and examined. The course focuses on existing theories and practices, as well as on new and emerging topics relevant to the field. May be repeated for credit if content differs.

NPLR 5810 Alliances, Partnerships and Mergers Among Nonprofits (3)

This course will provide both theory and real-world applications relevant to formation of alliances, partnerships, and mergers, in nonprofit organizations in today's "new normal" economic environment. Students will also examine the similarities and differences of alliances and mergers in the two sectors for-profit and nonprofit through readings, case studies and guest lecturers.

NPLR 5910 Planning, Implementation, and Evaluation in Nonprofits (3)

This course focuses on the various planning, implementation, and evidence-based program evaluation processes in nonprofit organizations. Students will integrate these processes into a course project ("nonprofit implementation and assessment" plan). **Prerequisites**: Students must complete NPLR 5000, NPLR 5010, NPLR 5020, NPLR 5210 and BUSN 5210 prior to enrolling in this course, or with permission of the instructor.

NPLR 6210 Integrated Studies in Nonprofit Leadership (3)

In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding acquired in the curriculum by use of live and written case study analysis, a research project, or nonprofit business plan. The emphasis is on the student's development of written analytic material that can be utilized for program assessment as well as individual student assessment. **Prerequisite**: Completion of all other required courses in the major.

NURN - Nursing

Course Descriptions

NURN 5005 Collaboration and Communication (3)

This course focuses on the effective communication and collaboration skills of the master's prepared nurse as a member and leader of interprofessional teams. A variety of communication modes including oral, written and emerging technologies are practiced. May be repeated once for credit.

NURN 5050 Policy and Politics in Nursing (3)

This course examines policy within the healthcare arena focusing on the policymaking process; the organization, delivery, and financing of healthcare; and the nurse's role in advocacy. Conceptual models clarify aspects of policy problems suggesting explanations for decisions and consequences. Political advocacy and the health policy change process will be explored at the local, state, national and global level. This course reviews principles of healthcare economics affecting health policy.

NURN 5210 Strategies to Facilitate Learning (3)

This course is designed to explore a variety of teaching methods used by nurse educators/leaders to facilitate learning. Learning theories and principles of learning to achieve outcomes are examined. Use of technology to facilitate learning is integrated throughout the course. Students develop, implement and evaluate a plan for teaching a defined target audience.

NURN 5220 Curriculum and Program Design (3)

Curriculum and program design, development and evaluation are explored. The influence of nursing and healthcare trends and community/societal needs on curricula and programs are discussed. Students design sample curriculum and program components including program evaluation and outcome criteria.

NURN 5230 Practicum in the Nurse Educator Role I (3)

This practicum course explores the role of the nurse educator in healthcare and educational settings. Students synthesize knowledge attained in the MSN program courses in collaboration with faculty and preceptors. **Prerequisites**: NURN 5210 and NURN 5220, or permission of the instructor.

NURN 5240 Practicum in the Nurse Educator Role II (3)

This practicum course builds on practicum I and further explores the multifaceted role of the nurse educator in healthcare and educational settings. Students design, implement and evaluate teaching experiences at a practicum site. **Prerequisites**: NURN 5210 and NURN 5230.

NURN 5340 Population Health (3)

This course summarizes the theoretical basis of health promotion and disease prevention. Emerging global health issues are explored. Principles of program planning, implementation and evaluation are discussed. Students develop culturally a relevant health promotion plan for a selected population, which includes an extensive windshield survey and stakeholder interviews. The role of the MSN nurse in population health is examined.

NURN 5360 Organization and Systems Leadership (3)

This course provides the student with a theoretical foundation of organization and systems leadership within complex healthcare settings. Leadership skills necessary for promoting high quality care, safe patient care, improving outcomes and leading change are explored. Communication and collaboration and critical decision making will be examined across organizations and systems and as a part of interprofessional teams.

NURN 5370 Quality and Safety in Health Care (3)

This course integrates knowledge of quality care, safety measures and standards to examine processes to minimize risk to patients, employees, organizations and systems. Competencies related to quality and safety are studied. Strategies to build a just culture of safety and quality are explored.

NURN 5380 Pathophysiology and Application 1 (3)

In this course, students explore the assessment, pathophysiology and interventions, including pharmacological, for common disorders of the cardiovascular, respiratory, renal and musculoskeletal systems, as well as genetic diseases and cancer. Variations in disease occurrence, onset, signs/symptoms and interventions due to age, gender, race, genetics and other variables are examined. Application of clinical reasoning skills, current evidence-based practice, treatment and prevention is emphasized. Students develop and implement a lesson plan for teaching assessment, pathophysiology and interventions of a specific disease/disorder.

NURN 5390 Pathophysiology and Application 2 (3)

In this course, students explore the assessment, pathophysiology and interventions, including pharmacology, for common disorders of the nervous, immune, endocrine and reproductive systems. Variations in disease occurrence, onset, signs/symptoms and interventions due to age, gender, race, genetics and other variables are examined. Application of clinical reasoning skills, current evidence based practice, treatment and prevention is emphasized. Students develop and implement a lesson plan for teaching assessment, pathophysiology and interventions of a specific disease/disorder.

NURN 5420 Financial Issues for Nurse Leaders (3)

This course focuses on financial and strategic management important to nurse leaders. Emphasis is on the interpretation and application of financial information from a departmental or organizational strategic plan. Basic financial decision-making principles, the role of money and financial markets in the economy, financial statement analysis and the budget process are examined. Criteria for allocating resources that optimize quality, cost-effective care are explored.

NURN 5440 Practicum in Nurse Leader Role I (3)

This practicum course is designed to explore the role of nurse leader in healthcare organizations. Students synthesize knowledge attained in the MSN program courses to assess a practice gap and strategically plan a practice improvement project in collaboration with faculty and preceptors. **Prerequisites**: NURN 5360 and NURN 5420, or permission of the MSN coordinator.

NURN 5450 Practicum in the Nurse Leader Role II (3)

This practicum course builds on NURN 5440, Practicum in the Nurse Leader Role I, and further explores the role of nurse leader in healthcare organizations. Students implement and evaluate their practice improvement project in collaboration with faculty, preceptors and key stakeholders in the practicum environment. Students present their project and outcomes in a final poster presentation. **Prerequisite**: NURN 5440 or permission of the MSN coordinator.

NURN 5500 Professional Seminars (1-3)

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

NURN 5550 Translating Evidence to Practice (3)

The over-arching goal of this course is for students to gain core knowledge to apply evidence to practice. Students systematically explore and evaluate current nursing knowledge for scientific and clinical merit. Nursing practice issues are identified. Evidence is evaluated and synthesized. Models and strategies for implementation of evidence based practice are explored.

NURN 5990 Advanced Studies in Nursing (1-3)

Students with special interests or needs not met by existing curricula may request that a faculty member supervise a directed study. Content of the study and evaluation criteria are mutually decided upon by the student and faculty. This course may be repeated for credit if content differs. **Prerequisite**: Permission of the department chairperson.

ORDV - Organizational Development

Course Descriptions

ORDV 5000 Practicing Organizational Development (3)

To introduce experienced middle managers and other professionals to the theories, skill-sets, and interventions of change management and organization development (OD), the students will learn about the latest approaches and best practices and begin to experiment with interventions in their own organizations. This course constitutes the first course in a competency-based graduate certificate that will prepare managers to lead, execute, and evaluate change management and related interventions.

ORDV 5100 Change Leader Self-Mastery (3)

This course focuses on the student's self-awareness and self-understanding at the deep level required for change agents to be effective. Managers who facilitate change methods and processes need to be aware of their management styles, personality profiles, and core interpersonal skills in order to learn how to leverage these with different stakeholder groups. This is personal work done by the individual, in a classroom, with the assistance of peers and instructors. The goal is to increase intra-personal insight and integration so that the change manager can face their blind-spots, build on their strengths, and behave with maximum agility in their change-related work roles. **Prerequisite**: ORDV 5000.

ORDV 5200 Organizational Development Consulting Practices (3)

This course is concerned with the dilemmas faced by the manager or change leader as they attempt to develop partner relationships with their employees and their stakeholders. Participants go beyond techniques to negotiate expectations, diagnose interpersonal dynamics, and continually deal with normal resistance to change. Participants will learn how to build stakeholder partnerships, create a safe climate for risk-taking, and effectively confront resistance. **Prerequisite**: ORDV 5000.

ORDV 5300 Data-Driven Approaches to Organizational Development (3)

This course provides core skills needed in data-driven change management and measurement. Data-driven action research entails systematically gathering either quantitative or qualitative data, or both, analyzing the themes and patterns in that data, feeding back a summary and analysis of that data in some participative form, and then taking action based on the results of that diagnosis and analysis. The purpose of the data-gathering, feedback, and discussion is the understanding of the organizational system and its dynamics so that model-driven, measurable changes can be implemented at the organization system and environmental levels. Organization surveys, multi-source feedback, focus groups and individual interviews, process observation and consultation, action learning, appreciative inquiry, and large scale interventions all fall within this framework. So do the change management aspects of more traditional work tools such as project management. The students are expected to participate in action learning exercises in the classroom and in change management activities in their own work place. In the process they learn how to think about the types of client data they will need, how they will process that data, and the skills and techniques needed to facilitate engaging dialogue and action planning with individuals, teams, and the members of the larger organizational system. Students learn the importance of measuring against goal performance. **Prerequisite**: ORDV 5000.

ORDV 5400 Designing, Building, and Leading Effective Teams (3)

To utilize teams effectively, attention must be paid to how and why teams are assembled, launched, managed and rewarded. This course is designed to immerse the student in these content areas. The course provides fundamental principles and methods required to create high functioning work, project, and problem-solving teams. Topics covered will include: moving from group to team; stages of team development; identifying the key competencies for successful team functioning; critical roles and responsibilities on a team; ensuring team productivity; aligning corporate culture with team culture; techniques for using a systematic problem-solving methodology; and troubleshooting common team problems. **Prerequisite**: ORDV 5000.

ORDV 5450 Managing Communication During Change (3)

The purpose of this course is to understand how organizations create, perpetuate, and encourage formal communication during times of change. Standard communication channels don't always work as intended. This course will cover the topic of communication in organizational change and development and how it is dealt with among business leaders, organizations, OD professionals, and management. **Prerequisite**: ORDV 5000.

ORDV 5600 Leveraging Diversity and Inclusion (3)

This course will prepare middle managers and others to influence and position their organizations to maximize employee engagement through diversity and inclusionary practices. To compete in a global environment, organizations must continually innovate and utilize the full potential of their workforce. In addition, given changing demographics, change leaders must be able to help their organization tap into the diversity that already exists. **Prerequisite**: ORDV 5000.

ORDV 5700 Designing and Facilitating Organizational Development Interventions (3)

This course will introduce experienced middle managers and other professionals to the basic facilitation tools required for change management and organization development practice. It will also provide significant opportunities to develop and practice process facilitation and workshop design competencies. **Prerequisite**: ORDV 5000.

ORDV 5800 Achieving Breakthrough Results (3)

This course provides a conceptual and pragmatic framework for students to understand three different levels of change: (1) developmental; (2) transitional; and (3) transformational change. It helps students to understand which consulting and leadership tools are required to bring about each type of change. The course

further clarifies the ways in which transformational change differs significantly from developmental and transitional approaches, achieving breakthrough business results. Personal and leadership transformational practices are demonstrated as essential to the organizational development effort. **Prerequisite**: ORDV 5000.

ORDV 5900 Organizational Development in Emerging Situations (3)

This course focuses on the models and behaviors required to work with bottom-up, emergent responses to change in the context of a long-term change project. The organization is metaphorically conceived as a jazz ensemble; disciplined, creative, and improvisational. Students learn to create improvisational leader behaviors, which build on the organization dynamics that emerge. **Prerequisite**: ORDV 5000.

ORDV 5950 Organizational Development in a Global Context (3)

This course is designed to facilitate student awareness of the issues confronting the field of Organizational Development around the world. The course will provide an overview of the elements and trends related to all major aspects of global organizational development. Effects of the national culture on approaches to OD is an example. **Prerequisite**: ORDV 5000.

ORDV 6000 Capstone Project in Organizational Development (3)

This course is designed to integrate the theories, models, and skill-sets acquired during the course of the MA in organizational development. This is accomplished through an organizational development practicum project or an integrative course study. **Prerequisites**: Completion of all other required courses in the major.

PADM - Public Administration

Course Descriptions

PADM 5000 Public Administration (3)

This course examines the foundations of public administration through its history and current applications in the field, exploring both principles and problems. There is an additional course fee of $42.

PADM 5800 Public Management and Leadership (3)

This course examines the functions and responsibilities of management and leadership practices in public service organizations through the application of theories and behaviors on various stakeholders, including motivations for change and development.

PADM 5820 Public Research Design and Analysis (3)

This course examines methods in research design and analysis of public policy and organizations, including the evaluation and application of credible information.

PADM 5830 Public Law and Ethics (3)

This course debates public service values both ethically and legally, including in decision making and professional responsibility.

PADM 5840 Public Budget and Finance (3)

This course analyzes public budgeting at all levels of government, including the relationship of the budget to fiscal policy and public finance practices and applications.

PADM 5850 Public Data Design and Analysis (3)

This course introduces foundational quantitative design and data analysis through applied descriptive and inferential statistics, data management principles, sampling designs, survey methodologies, and simple experimental and quasi-experimental designs, including integrating assessment methods and tools used by public administrators in data analytics and visualizations for decision making in public policy and organizations.

PADM 5870 Public Human Resource Management (3)

This course examines the principles and practices of human resource management in public service through various diverse and inclusive stakeholders, including conflict and dispute resolution integration.

PADM 5880 Issues in Public Administration (3)

Current and significant issues in public administration are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. May be repeated for credit if content differs.

PADM 5890 Public Policy (3)

The student examines public policy and its implications both economically and socially, including in sustainable development.

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. There is an additional course fee of $42. **Prerequisite**: Completion of all other required courses in this major.

PADM 6500 Public Service Internship (3)

This course is designed to enhance the graduate public administration curriculum. Along with a faculty internship coordinator, students play an instrumental role in creating an experience that blends coursework knowledge with practical knowledge by working with a host organization under the supervision of a qualified professional. All work performed for the purpose of satisfying the requirements of the internship program must in some way relate to the field of public service. May be repeated once for credit. **Prerequisites**: Completion of at least 12 credit hours and a minimum cumulative GPA of 3.0.

PADM 9950 Travel 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. This course includes a mandatory travel component. An additional course fee applies based upon travel. May be repeated for credit if content differs.

PATA - Patent Practice

Course Descriptions

PATA 5120 Foundations in Intellectual Property Law (3)

This course is a survey of the four primary areas of intellectual property — patents, trademarks, copyrights and trade secrets. This course will compare and contrast the protections afforded by each of these primary areas of intellectual property law, and will clarify the scope and limits of patent protection for new inventions and discoveries.

PBRL - Public Relations

Course Descriptions

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.

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.

PBRL 5342 Writing for Public Relations (3)

This course applies public relations strategies and theories to writing for specific stakeholder audiences in a variety of complex public relations situations. Various persuasive techniques are applied to specific target audience needs, as indicated by audience analysis. Students examine professional copy and produce their own advanced public relations writing for inclusion in their portfolios. Topics include news releases, social media/ viral PR, pitch letters, brochures, newsletters, blogs, websites, speechwriting and other forms of communication. **Prerequisites**: MEDC 5000 and PBRL 5322.

PBRL 5380 Strategic Communication Applications (3)

This course provides students with an understanding of how various traditional and social media communication platforms effectively deliver key messages to different targeted audiences. Tactical communication products such as news releases, social media postings, blogs, e-commerce networks, special events, video and graphic arts techniques are examined as they are applied to meeting organizational mission and strategic goals. Techniques for measuring the effectiveness of tactical applications in meeting strategic goals are examined. **Prerequisite**: MEDC 5000.

PBRL 5465 Crisis Management Communications (3)

A specialized function of the public relations practice is the management of crisis communications. Students in this course study the relationship of the organization and its culture to the external environment in times of crisis. Risk assessment, preparation of a crisis plan and use of appropriate media in addressing crisis communication needs are studied. **Prerequisites**: MEDC 5000 and PBRL 5322 or PBRL 4800.

PBRL 5550 Topics in Public Relations (3)

This course offers a variety of topics to address emerging theories, practices, and applications in the field of public relations. Topics are timely and of interest to professionals currently working in or pursuing public relations-related careers. May be repeated once for credit if content differs and is appropriate for the student's course of study. **Prerequisites**: May vary with the topic.

PHOT - Photography

Course Descriptions

PHOT 5060 Digital Images and Storytelling (3)

This course covers the digital workflow involved in shooting still images with a digital camera, from the initial capture through processing to output. Students will learn the basics of camera usage, learn how to use Photoshop to digitally process and adjust an image file and then to prepare it for output both in print and for the web. Students will learn how to make still photographs that communicate clearly and expressively. **Prerequisite**: NPRO 5000.

PHYS - Physics

Course Descriptions

PHYS 5500 Physics for Anesthesia (2)

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

PHYS 7500 Physics for Anesthesia (2)

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

PROC - Procurement

Course Descriptions

PROC 5000 Procurement and Acquisitions Management (3)

This course is an overview of acquisitions and materials management. Students examine the functional roles of those individuals having responsibility in this area. The course includes discussion of acquisition law, operations management, pricing, negotiations and logistics.

PROC 5220 Systems Procurement and Project Management (3)

Development, procurement and management of major systems are studied. Systems management, life-cycle acquisition, and project management as a multifunction managerial and systems concept are examined.

PROC 5270 Acquisitions Management (3)

Students examine the theory and practice of acquisitions management and the control of materials in a business enterprise. Engineering, production, marketing, finance, transportation, warehousing, and inventory control and the relationship of these activities to the acquisitions management function are investigated.

PROC 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. **Prerequisites**: PROC 5830 or an equivalent basic pricing course and a general understanding of the government acquisitions process.

PROC 5880 Issues in Procurement and Acquisitions Management (3)

Current and significant issues in procurement and acquisitions management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. May be repeated for credit if content differs.

PROC 5890 Government Procurement Law (3)

The law and legal processes associated with government procurement are explored. An overview of government procurement and acquisitions management is presented, with particular attention given to the legal framework in which these activities must take place.

PROC 6000 Integrated Studies in Procurement and Acquisitions Management (3)

The student is expected to synthesize and integrate the learning experiences acquired in procurement and acquisitions management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary. **Prerequisite**: Completion of all other required courses in this major.

PROC 9950 Travel Course-Issues in Procurement & Acquisitions Management (3)

Current and significant issues in procurement and acquisitions management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in the field. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

PSYC - Psychology

Course Descriptions

PSYC 5000 Bases of Counseling Psychology (3)

This course provides an introduction to the field of counseling psychology. Topics addressed include the history of the discipline, professions within it, and how counseling psychology relates to other disciplines in psychology and mental health. Participants learn about the development of the profession, examine the counseling process and the importance of the therapeutic relationship, discuss ethical and professional issues and learn to understand the role of research and science in the field. In addition, students learn basic counseling and communication skills through lectures, small group discussions, role-plays and helpful interviews conducted with others.

PSYC 5100 Approaches to Counseling and Therapy (1-3)

This course will explore underlying theories, principles, techniques and areas of applications of the main approaches to counseling and psychotherapy. The unity and diversity among counseling and psychotherapeutic orientations will be explored with a focus on their implications for counseling and psychotherapeutic practice. Throughout the course, participants will be encouraged to develop the skills of learning to select and/or integrate appropriate orientations for intervention. The course may be presented as a one credit hour course focused on a particular counseling orientation. May be repeated for credit if content differs.

PSYC 5200 Advanced Developmental Psychology (3)

This course covers research and theory concerning the psychological development of the maturing human. Students examine the nature and needs of individuals at all developmental levels as the course covers physical, cognitive, social and

emotional development from conception through death. This advanced class emphasizes the scientific and theoretical bases of developmental psychology, and relates the material to counseling and psychotherapy. Included are such areas as human behavior (normal and abnormal), personality development, family relations and development and life cycle issues. Moreover, the application of developmental theories to child and adolescent deviant development and the counseling/therapy process is explored.

PSYC 5300 Psychopathology (3)

This course focuses on the understanding and identification of the major psychological disorders as detailed in the current Diagnostic and Statistical Manual of Mental Disorders (APA) and the ICD (WHO). The behavioral manifestations and psychological dynamics of mental disorders will be explored, focusing on therapeutic assessment issues and case conceptualization relevant to counselors and therapists. The course also includes a discussion of practical aspects of dealing with psychopathology in out-patient and in-patient settings.

PSYC 5400 Research Design (3)

This course both examines the role of science and research in counseling psychology and psychotherapy on a theoretical and philosophical level and introduces participants to some of the most relevant methodological issues involved in counseling and psychotherapy research. The first part of the course examines theoretical and general aspects of research in counseling psychology. The importance of process research, evaluation, and documentation for research in this field is also explored. The second part of the course is about how quantitative and qualitative methods are used to conduct research.

PSYC 5500 Assessment (3)

This course covers topics relevant to assessment in counseling psychology, including procedures for diagnostic interviewing, report writing, interpreting personality and performance assessment, and ethical issues in testing. The first part of this course acquaints students with key psychometric concepts and several commonly used assessment instruments in counseling psychology. The second part of this course focuses on specific aspects of assessment in therapeutic settings and in different schools of therapy. Students gain experience in interpreting psychological tests, writing psychological reports based on assessment data, providing and receiving feedback on assessment reports, and performing assessment procedures in an ethical, professional, and culturally-sensitive manner.

PSYC 5600 Group Processes and Group Therapy (3)

This course introduces participants to the theory behind some of the most important processes and phenomena in groups. It explores various types of groups, the role of a group leader or facilitator and the group process. Group phenomena discussed concern both therapeutic and non-therapeutic groups such as work groups and teams, and they come from such diverse areas as counseling, psychotherapy, social psychology and organizational psychology. This course also provides participants with the possibility to experience group phenomena and group processes first-hand in the experiential setting of a group and allows them to connect research insights and theoretical knowledge about groups to their own experience.

PSYC 5700 Psychopharmacology (1-3)

This course explores the relationship between counseling psychology, psychopharmacology, psychotherapy and psychotropic drugs. Brain neuroanatomy, various types of psychopharmacological agents and their mechanisms are discussed. Students explore when treatment with psychotropic drugs is indicated, and effects and side effects of various types of psychotropic drugs. The class also provides an introductory overview of medical terminology relevant for psychotherapists and counseling psychologists. Students may be introduced to first aid in therapeutic practice and explore how to assess a variety of medical emergencies and how to react appropriately. The course may be presented as a one or two credit hour course focused on a particular aspect of psychopharmacology. May be repeated for credit if content differs.

PSYC 5800 Ethical and Legal Foundations (1-3)

This course focuses on identifying and resolving ethical dilemmas, the relationship of personal values with ethical practice and the philosophical foundations of ethical practice. The course also explores relevant national and international codes and guidelines of ethics in counseling and psychotherapy. In addition to exploring ethical foundations, the course also examines the surrounding conditions and regulatory framework relevant to the practice of counseling psychology and psychotherapy. It explores international and national legal regulations from diverse areas of law. The course may be presented as a one or two credit hour course focused on a particular aspect of ethical and legal foundations. May be repeated for credit if content differs.

PSYC 5900 Applied Statistics and Research Methods (3)

This course builds on undergraduate knowledge of statistics and research methods. It is intended for graduate students who are engaged in or will shortly be engaged in their own empirical statistical research (master's thesis). The course (1) provides a practice-oriented overview of selected procedures and of quantitative and qualitative research methods, and (2) provides the possibility to develop ideas and skills for conducting one's own research and analyzing one's own data. Wherever possible, the course considers actual research issues which participants currently encounter. For practice purposes, the use of thesis data and work on other research problems in which the student may be engaged is explicitly encouraged.

PSYC 6000 Special Topics in Counseling Psychology (1-3)

This course introduces students to topics of special interest within the field of counseling psychology. The course may be presented as a one credit hour course focused on a particular counseling topic. May be repeated for credit if content differs.

PSYC 6100 Master's Thesis (3-6)

The master's thesis consists of an individual research project designed by the student and carried out under the direction of a thesis faculty advisor. The thesis project allows students to contribute to the research in the field and to gain important research experience necessary for entrance into a doctoral program. All thesis topics need to be approved by the thesis advisor and the department. Students are expected to develop a topic, design the study, obtain IRB approval, collect and analyze data, and report the results of their research in APA format. Following completion of the thesis, students are encouraged to submit their work for possible publication. In addition to the individual feedback and support they receive from their thesis faculty advisor, students working on a thesis participate regularly in the monthly meetings of the departmental research series (consisting of psychology faculty, thesis students and invited guests) where their work is presented and critically discussed. May be repeated for credit.

PSYC 6200 Practice and Supervision (1-3)

This course provides students with the opportunity to learn and develop their counseling skills by systematically observing peers and experts in counseling interactions, by providing observations and feedback to others and by systematically analyzing their own and others' counseling experience. A significant part of

this class is based on activities and exercises in the counseling lab, supported by modern technical equipment. This course also provides students with the possibility of being led in group supervision by the instructor. Supervised content may include internship work and other relevant experience in counseling contexts. The course is typically taken for one credit hour over three terms. May be repeated for credit.

PSYC 6300 Internship (3-6)

The internship is a fieldwork experience that provides a supervised transition from learning in the classroom to the professional field of counseling. The internship provides the student with the practical application of counseling knowledge and skills. It consists of 500 hours of professional experience in a qualified institution in the social or healthcare system which provides the opportunity to perform a variety of activities related to counseling psychology and therapy. The internship must be completed in an approved setting under the supervision of a qualified supervisor.

Program participants are responsible for applying and being accepted to their internship site. A list of approved internship sites is available at the department; students may also complete their internship at another site (locally or internationally) if these sites are approved by the department. In addition to external sites, participants may also apply for an internship position at the on-campus Psychological Counseling Service to complete their internship, or part of their internship, under the supervision of qualified faculty. The internship is graded on the credit/no credit grading option. Duration: 500 hours. May be repeated for credit. **Prerequisite**: 24 credits must be completed in the program.

READ - Reading Education

Course Descriptions

READ 5190 Advanced Studies in Language Development and Acquisition (3)

This is a core course for the reading program. Focus is on teaching students to recognize both normal and disordered/ delayed language development in the areas of pragmatics, phonology, semantics, and syntax, and to understand the relationship of this development to reading and reading disabilities such as dyslexia and comprehension deficits. Students will complete a case study on a school age child, evaluating both oral and written language abilities in order to develop a comprehensive program for remediation. (Required for Special Reading Certification.)

READ 5235 Understanding Diverse Reading Profiles, Including Dyslexia (3)

This course explores the literacy needs of students in elementary, middle school and high school classrooms. Students examine and understand the characteristics of a variety of reading profiles and learn about how reading difficulties vary in presentation and degree. Students review federal and state laws pertaining to literacy disabilities, including dyslexia and other reading and language disability subtypes.

READ 5310 Investigations in Word Recognition (3)

This course is grounded in the science of reading and incorporates reading research and key concepts on how word recognition must be developed in the process of learning to read. This course of study is a focus on how children learn to read and spell, the development of phonological skills, the role of beginning phonics, and how to teach advanced decoding, spelling, and word recognition. Both assessment and differentiation issues are addressed.

READ 5320 Investigations in Comprehension (3)

This course examines the key concepts presented by the science of reading on how reading comprehension must be developed through investigations into issues of fluency, vocabulary instruction, comprehension instruction, and written language.

READ 5412 Instructional Methods for Diverse Reading Profiles, Including Dyslexia (3)

This course addresses Structured Literacy teaching, offering detailed guidance with regard to the nature of effective instruction in each major skill domain (phonological sensitivity and phoneme awareness, phonic and word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression). Students focus on educational programming of students with literacy disabilities, instructional techniques, curricular adaptations and modifications, classroom management tactics, and cognitive and metacognitive strategies. Students must attempt and provide the results of the Knowledge and Practice Exam for Effective Reading Instruction (KPEERI) as required by the Center for Effective Reading Instruction (CERI).

READ 5640 Language Arts Introduction in a Digital Classroom (3)

This class will address best practices in Language Arts instruction integrating differentiation, Reader's and Writer's workshop with digital resources in K-12 classrooms. This course will focus on making practical use of resources online and texts/literature commonly available in school settings. Participants will explore the elements of differentiated instruction specifically for high-incidence diverse student groups such as Gifted & Talented, ELL, special needs, and culturally diverse and appropriate teacher instructional responses. In this course you will gain practical experience from considering how to make the shift from differentiation theory to including differentiation into your teaching practice using the Reader's and Writer's workshop language arts model.

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 5940 Literary Strategies K-12 (3)

The emphasis of this course is to expand the students' knowledge of instructional strategies in reading and writing across the curriculum including content areas. Guiding students to use strategies across the curriculum will be a focus along with the use of formative and summative assessments to drive diverse instruction. Students will examine current literacy research and trends in K-12 literacy programs.

READ 5950 Diagnosis and Correction of Reading Problems (3)

This course is focused on examining the principles and procedures for accurately screening, testing, and diagnosing students with reading disabilities. This course emphasizes the effective use of assessment for detecting and preventing reading difficulties, including dyslexia. Students will explore materials and methods for developing a student-centered approach, which builds on identified strengths and addresses needs.

READ 5970 Practicum in Diagnosis of Reading Problems (3)

This practicum examines the place of testing, assessment, and evaluation. After exploring the related issues of testing and diagnosis, participants work with small groups and individuals on a regularly scheduled basis in a clinical setting. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs. (Required for Special Reading Certification.) **Prerequisites**: READ 5950 and 6 credit hours of READ reading methods courses.

READ 5980 Practicum in Remediation of Reading Difficulties (3)

In this course, candidates focus on interpretation of assessment information, provision of intervention strategies, and recommendations of curriculum materials and methods to encourage and help readers become proficient in reading. One student with whom candidates work must have the characteristics of a student with either dyslexia, a mixed profile, or a compensator profile. Instruction is to be based on the 'Science of Reading' and structured literacy: This approach is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. Embedded in this course is an Action Research project which entails the compilation of your literature review on the science of reading, methodology proposal for intervention, data collection and analysis, and a presentation of the results of this study. **Prerequisites**: READ 5950 and 6 credit hours of READ reading methods courses.

SCML - Science Management and Leadership

Course Descriptions

SCML 5050 Communication for Professional Science Management and Leadership (3)

This course teaches effective ways to communicate — both in writing and verbally — with colleagues across disciplines, with business and corporate supervisors, and with the general public. Topics also include crisis management and dealing with difficult people. Preparing memos, slide show presentations, reports, and briefing papers will be practiced.

SCML 5100 Technical Writing for the Sciences (3)

Writing is a critical element of all aspects of science; it is particularly relevant to scientific proposals, technical reports, technical journalism as well as government and regulatory submissions. Essential to this skill is the ability to identify, describe and explain scientific concepts. This is a required expertise for the science manager. This course is designed to develop the scientific reporting, descriptive and explanatory skills necessary to be an effective manager in a scientific environment. The course will feature lectures and reading assignments on scientific writing, but will also embrace writing assignments and exercises in scientific journalistic and report writing. The use of scientific databases, journals and websites will also be explored. Students will be able to focus on any number of scientific writing topics, including, but not limited to, nature, technology, health, engineering, aeronautics, medicine or other areas. This course is designed to orient the student to the proper skills necessary to successfully complete writing assignments in required courses such as Regulatory and Quality Affairs and SCML Capstone. This course is expected to be completed within the first two semesters of the SCML program.

SCML 5590 Ethics and Social Responsibility in Science Management and Leadership (3)

This course examines the moral and social context of professional managers and leaders in science organizations. Topics include: moral, social, and legal issues in contemporary business management; ethical theories as frameworks for managerial decisions; corporate social responsibility; dilemmas of conscience for science managers; ethical issues in the workplace; morality and leadership; and codes of conduct and professional standards. Analysis and discussion of case studies comprise a significant portion of the class.

SCML 5700 Marketing and Comparative Analysis for Science Management and Leadership (3)

This course focuses on globalized marketing strategies largely focused on science-based industries, product management (including pricing and inventory control), SWOT analysis, competitive intelligence, branding, and methods of market research, channels of distribution, political risk factors, and export aspects. Students will also learn how to be effective participants of a focus group.

SCML 5800 Project Management (3)

Students will demonstrate the ability to manage science-based projects. They will learn to use current project planning tools to develop project plans that aid in bringing a project to completion on time and within budget. Special attention will be given to the WBS, cost, scope, time, and scheduling.

SCML 5850 Regulatory and Qualitative Affairs for Science Management and Leadership (3)

This course examines the philosophy, structure, and select guidelines and standards associated with principles of administrative law, intellectual property, regulatory standards, and quality assurance and quality control (QA/QC) organizations such as the USDA, US EPA, US FDA, US DOT, OSHA, EFSA , the OECD, ANSI, and ISO.

SCML 6000 Practical Application in Science Management and Leadership (3)

This capstone course will have the student carry out a well-defined team-based project including marketing and business plans for a new science-based company or other appropriate project. All aspects of the SCML curriculum will be included in the project. Each student and team will present their final paper to a panel. **Prerequisite**: Completion of all other courses in the SCML program.

SECR - Security Management

Course Descriptions

SECR 5000 Security Management (3)

This course is an overview of principles and issues in business and organizational security management. Students examine the challenges embodied in various aspects of security such as personnel, facility, and information. Principles of loss prevention

and the protection of assets are examined. Students employ the use of situational analysis, case studies, and other research-oriented approaches.

SECR 5010 Legal and Ethical Issues in Security Management (3)

This course is an overview of important legal and ethical issues with which the business and organizational security management professional must deal. Students examine such issues as personnel law and obligations; negotiations; contract management; constitutional rights of individuals; legal liability of security professionals and organizations; legal compliance; and ethical standards.

SECR 5020 Security Administration and Management (3)

Students apply principles of management to security administration. Topics include personnel management, security planning, organizational leadership and communication, and recruitment and training.

SECR 5030 Business Assets Protection (3)

Students examine the application of security knowledge and techniques to the protection of business assets. The security planning process is examined by the study of risk analysis, security surveys, and financial planning and decision making for development of security programs and countermeasures.

SECR 5060 Emergency Planning (3)

Students discuss the role of the security manager in the identification, analysis, and response to a variety of human and natural crises. They examine threats resulting from riots, demonstrations, product tampering, work stoppage activities, terrorism, and natural disasters.

SECR 5070 Issues in Security Management (3)

This course provides the opportunity for the student to analyze special problem areas in security management such as security education and training; labor problems; bank security; campus security; hospital security; military security; and other general contemporary issues. May be repeated for credit if content differs.

SECR 5080 Information Systems Security (3)

Students examine the management of information security and data-processing facilities, including thefts of data, unauthorized uses of information technology, computer viruses, and methods of protecting information, with an emphasis on networked computers. The course covers information technology laws, issues of privacy, and security planning.

SECR 5090 Behavioral Issues (3)

This course focuses on historical and contemporary perspectives of human behavior. Theories of behavior in the context of threat-producing activities are discussed. Contemporary issues such as substance abuse, violence, ideologies, and similar themes are examined.

SECR 5110 Government Security Management (3)

Students in this course will focus on government security, its changing role in the security field, and the increasing complexity of the tasks that government managers face today. Focus of study is on the threats to government due to technology advancements, heightened concerns for the safety of personnel in facilities, the complexities of increased globalization, and the myriad of laws and regulations designed to maintain a balance between securing the country and maintaining its citizens' rights. Students will have an opportunity to analyze and discuss new endeavors by government to secure its institutions and its people. **Prerequisite**: SECR 5000.

SECR 5120 Business Intelligence (3)

This course is designed to consider the increased business and trade competition among domestic and international markets and the need for business leaders to develop management tools to protect intellectual capital and physical asset from competitors. Students will consider, understand, and analyze methods used to collect information on businesses. In this course, students will explore the true nature of corporate security management in the marketplace and among business alliances, competitors, and governments.

SECR 5130 Investigations Management (3)

This course focuses on the role of investigations in business operations and related issues that must be addressed in any organizational or corporate setting. These issues include legal aspects of investigations, pre-employment screening, employee misconduct investigations, and the protection of intellectual property. Important peripheral issues are the use of polygraph and wiretaps, computer crime investigations, corporate e-mail and internet use policies, surveillance techniques, and workplace violence. The course will provide students with an overview of the investigative process and discuss its relationship to organizational and management functions. **Prerequisite**: SECR 5000.

SECR 5140 Critical Infrastructure Protection (3)

This course is 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. This course may not be completed by directed study. May be repeated for credit if content differs. Graduate students may apply a maximum of 3 credit hours of these seminars as electives to meet the credit-hour requirements for graduation.

SECR 6000 Integrated Studies in Security Management (3)

The student is expected to synthesize and integrate the learning experiences acquired in security management and to evaluate the research and current topics relative to this major. Techniques used to accomplish those goals may vary. **Prerequisite**: Completion of all other required courses in this major.

SECR 9950 Travel Course-Issues in Security Management (3)

This course provides the opportunity for the student to analyze special problem areas in security management such as security education and training; labor problems; bank security; campus security; hospital security; military security; and other general contemporary issues. This course includes a mandatory short-term travel component. May be repeated for credit if content differs.

SPED - Special Education

Course Descriptions

SPED 5010 Differentiated Mathematics Instruction (3)

This is a special topics course designed to explore the literature and current practices in differentiating math instruction in K-12 classrooms. The primary objective of this class is for students to advance their professional knowledge, skills and practice for effectively teaching mathematics through differentiated instruction. An additional emphasis will be placed on response to intervention and students will learn how to assess mathematics formatively and develop strategies and interventions that target specific math difficulties. **Prerequisite**: MTHC 4310 or permission of the advisor.

SPED 5020 Assistive Technology for Students with Special Needs (2-3)

This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate hardware and software in relation to a student's specific disability.

SPED 5030 Students with Mild/Moderate Disabilities (3)

Students in this course study mild/moderate disabilities, including learning disabilities, behavior disorders, mental retardation, physical disabilities and other health impairments. Course content focuses on the identification and characteristics of students with mild to moderate disabilities in each category. Topics explored also include historical perspectives of special education, legal issues, ethical considerations of labeling individuals, definitions, interventions and educational models.

SPED 5050 Language Development (3)

This course examines language development in children and youth with and without disabilities. Evaluation of language delays, differences and disabilities are reviewed. Language intervention activities for English Language Learners and students with disabilities as well as English language arts education instructional strategies are covered. **Prerequisite**: SPED 5860 or permission of the advisor.

SPED 5090 Special Education Practicum (1-3)

Practicum experiences and requirements vary by emphasis area. Location, field experience and identity of the practicum supervisor will be decided upon in each practicum situation. May be repeated for credit if content differs. **Prerequisites**: Advisor permission; completion of coursework in the specific area of the practicum, including a minimum of 3 credit hours from the Webster University School of Education.

- Practicum: Applied Behavior Analysis (1-3 hours)
- Practicum: Cross-Cat (1-3 hours)
- Practicum: Dyslexia (1-3 hours)
- Practicum: Severe Developmental Disabilities and Autism (1-3 hours)

SPED 5200 Independent Study (1-3)

Students with special interests or needs not met by existing curricula may request that a faculty member supervise an independent study. Together the student and faculty member decide the content of the study and the criteria for evaluation. In no case can an independent study be set up when an existing course already treats the subject. May be repeated for credit if content differs. **Prerequisite**: Permission of the advisor.

SPED 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 5240 Psychoeducational Assessment (3)

This course examines assessment of students with learning difficulties. A review of the statistical properties of standardized instruments and the social and legal issues in testing is presented to provide a framework from which students examine instruments of intelligence, language, perception, motor skills, academics, and behavior. The information derived from these instruments is used to determine specific strengths and weaknesses in individual students using a case-study approach.

SPED 5245 Counseling for Life's Transitions (3)

This course focuses on counseling and communication techniques appropriate to the needs of the exceptional individual and their families. The content and skills needed for special educators to facilitate effective transitions at multiple transition periods from birth through age twenty-one are a major focus of the course. Curriculum and instruction for the transitions period from school to adult life specifically addresses post-secondary education, vocational training, integrated employments (including supported employment), continuing and adult education, adult services, independent living and community participation. **Prerequisite**: SPED 5860 or permission of the advisor.

SPED 5250 Behavior Management for Children with Special Needs (3)

Students are introduced to the principles and techniques of behavior management appropriate to the needs of individual students with disabilities. Students will utilize the framework of Positive Interventions and Support to support students with challenging behavior at the school, classroom, and individual level. Content includes understanding student behavior, partnering with students and families, identifying problem behaviors, functional behavior assessment, direct and indirect observational techniques, preventative and pre-correction

techniques, methods to strengthen, replace or weaken behavior, measurement techniques, and program evaluation. **Prerequisite**: SPED 5860 or permission of the advisor.

SPED 5270 Advocating for Persons with Disabilities (3)

Students examine the role of teachers, parents, and professionals in advocating for appropriate services for persons with disabilities. Special emphasis is on the parent-professional relationship, civil rights, due process, participation in educational planning, and advocating for fuller inclusion. Must be completed with a grade of B or better.

SPED 5275 Reflective Teaching and Mentoring (3)

This course will explore a variety of topics in special education that help build the capacity of special educators to become reflective practitioners, teacher leaders, advocates and mentors in the field of special education. Coaching, mentoring, collaboration, collegial relationship building and teacher leadership will be explored to advance the student's own professional practice and the profession. Research will be presented with ethical dilemmas and other difficult situations surrounding students with disabilities and strategies to prevent or resolve issues will be discussed and explored. Students will learn about the foundations of professional and ethical behavior needed to ensure a high quality of practice in special education. This course uses and is aligned with the Council for Exceptional Children (CEC) Standards and Code of Ethics.

SPED 5285 Understanding and Responding to Trauma in Schools (3)

This course increases student's awareness and understanding of trauma, increasing their knowledge to create a trauma-sensitive environment. This course will introduce students to the impact of trauma or stress on the brain and how it effects a student's ability to function in the school environment. This course will focus on helping professionals understand the impact of trauma and stress on both students and staff. This training is designed to support professionals in becoming more trauma informed, resulting in reduced stress in the classroom; increased student time in class; decreased suspensions and behavioral referrals; and increased empathy for students and families. This seminar is based on the Neurosequential Model of Therapeutics (NMT), developed by Dr. Bruce Perry and the Child Trauma Academy.

SPED 5290 Co-Teaching and Collaborative Practices for the 21st Century Classroom (3)

This course focuses on co-teaching methods, professional collaboration, including teachers working together as well as students working together. Participants will learn to use the six types of co-teaching approaches, a variety of collaborative structures, effective collaboration and cooperative teaching techniques, problem solving methods, effective communication and negotiation techniques and devices for enhancing content and learning. The course is designed for general and special education teachers, reading specialists, ELL teachers, corporate trainers who have to co-teach, as well as other educational professionals, who co-teach, serve on problem-solving teams and consult in schools.

SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities and Autism (3)

This course examines the use of standardized and ecologically based assessments in all areas of skill development. Coursework includes the opportunity to examine and use a number of different assessments designed for students with severe developmental disabilities and autism.

SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3)

This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities or autism in integrated settings. Curriculum and instructional strategies in the areas of domestic skills, vocational skills, leisure skills, and community access skills are covered as well as skills in the embedded areas of communication, social, motor, and functional academics.

SPED 5313 Augmentative and Alternative Communication for Students with SDD and Autism (3)

This course introduces strategies for enhancing the functional communication skills of students with severe developmental disabilities or autism. The use of aided and non-aided augmentative strategies are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach.

SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3)

This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, emotional and behavioral disorders. The course content focuses on current issues and practices regarding characteristics, identification, and assessment procedures specific to this population of students with disabilities.

SPED 5315 Identification and Assessment of Children with Emotional and Behavioral Disorders (3)

This course examines current knowledge and theory of the educational, sociocultural, psychological and biological factors that influence the developmental pathways of children and youth with, or at risk for, emotional and behavioral disorders. Students investigate the identifying characteristics of the spectrum of internalizing and externalizing disorders, and explore a variety of behavioral and psychoeducational assessment techniques that are relevant to the evaluation of children and youth with suspected emotional and behavioral disorders.

SPED 5316 Instructional Methods for Students with Emotional and Behavioral Disorders (3)

Focuses on educational programming of students with emotional and behavioral disorders including IEP development, instructional techniques, curricular modifications, scheduling, classroom management tactics, individual behavior management plans, and psychoeducational strategies. **Prerequisite**: SPED 5240.

SPED 5317 Psychoeducational Interventions, Curriculum, and Strategies for Students with Emotional and Behavioral Disorders (3)

This course focuses on educational programming of students with emotional and behavioral disorders including IEP development, instructional techniques and strategies, curricular modifications, and psychoeducational and cognitive-behavioral interventions applicable to students with emotional and behavioral disorders. Intervention strategies include mindfulness and yoga, life space intervention, group meetings, bibliotherapy and mutual storytelling, self-management, rational emotive therapy and education, stress inoculation, anger control and self-instructional training.

SPED 5318 Global Issues in Special Education (2-3)

This required course will introduce students to current issues in special education on a global level. Students select and explore

a current issue in special education, based on a focused review of published literature. Examples of issues may include: inclusion, discipline, identification and classification, national assessments, curriculum standards. International perspectives to the selected issue are researched using published literature and reports, electronic contacts and the internet. Students are expected to culminate their coursework by developing a reflective plan for further specialization in their graduate studies. Must be completed with a grade of B or better.

SPED 5319 Disability and Ethics (3)

This course explores the topic of ethics and professional conduct in situations involving persons with disability. Modern moral philosophical theories will be reviewed and applied to specific cases. Both margin of life issues and quality of life issues are discussed. Codes of ethics promulgated by American Psychological Association, Council for Exceptional Children, and the Behavior Analyst Certification Board are studied, through comparative analysis of case studies.

SPED 5330 Legal Issues in Special Education (3)

Students review the laws governing special education at the federal and state levels. The course covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion.

SPED 5331 Working with Difficult Students (3)

This course focuses on students who are difficult to teach, “inflexible and explosive” (Greene, 2005). Students examine the characteristics and features of students with disruptive behavior disorders, such as oppositional disorders, conduct disorders, and attentional disorders. Students read professional literature, review case studies, interview professionals and family members who are familiar with these youngsters, survey intervention approaches, and summarize findings into class presentations.

SPED 5350 Enhancing Self-Regulated Learning and Social Competency for Students with Exceptionalities (3)

This course examines the theoretical interrelationship between metacognition, executive function and self-competency in the development of self-regulated learning. Assessment tools for identifying student strengths and areas of need related to self-regulated learning as well as strategies for developing students' skills in goal setting, planning, organizing, problem solving, remembering, self-monitoring, emotional self-regulating and social competency are explored. Curricula on learning strategies and social skills are explored.

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 5860 or permission of the advisor.

SPED 5410 In-Service Topics (1-3)

In-service courses are designed to provide degree-seeking students with practical applications of contemporary research and methodology to improve classroom effectiveness. These courses have been approved for the program with prior approval of the student's advisor. May be repeated for credit if content differs.

SPED 5413 Intensive Academic Intervention (3)

This course is designed to present information on the process of intensive academic intervention, which helps students with severe and persistent learning needs. The course will help prepare teachers to become competent in the use of data-based individualization, which involves the systematic use of assessment data, selection and implementation of validated interventions, and use of research-based adaptation strategies as needed. This course surveys the practical and theoretical issues relating to assessment within the classroom. Curriculum-based Measurement (CBM) methodologies will be explored through direct implementation of the tools. Upon completion, students should have a broad knowledge base regarding principles of sound assessment and intervention selection. The class will emphasize formats for problem solving and decision-making based upon the individual needs of students.

SPED 5414 Children and Youth with Learning and Academic Disorders (3)

This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, academic disorders. The course content focuses on current issues and practices regarding characteristics, identification, and placements specific to this population of students with learning disabilities or mental retardation.

SPED 5480 Learning and Behavior Problems in the Classroom (3)

This course updates classroom teachers on effective teaching practices and strategies designed specifically for students with learning and behavior problems. Focus is placed on strategies that enhance the success of all students in the regular education setting, including elementary, middle, and high school.

SPED 5500 Socioemotional Development: Children with Special Needs (3)

This course addresses the implications of theories and research in the areas of social and emotional development of children with special needs. Students explore the relationship between cognitive development and social and emotional development. Emphasis is placed on investigation of environments and interactions that foster trust, self-regulation, self-esteem, social competence, and interdependence. Must be completed with a grade of B or better.

SPED 5660 Cognitive Development: Children with Special Needs (3)

This course focuses on the implications of current research in the area of cognitive development and learning theory on the education of children with special learning characteristics.

Students examine advances in research on metacognition, executive control strategies, and psycholinguistics, and explore applications to individualized education.

SPED 5700 Multi-Tiered Systems of Support (3)

Education is changing, due to the implementation of multi-tiered systems of support (MTSS) procedures within our schools. MTSS is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to promote positive behaviors and school safety. Response to Intervention (RTI) focuses more on academic screening, intervention and monitoring. The emphasis of this course is the understanding of the RTI/PBIS procedures and the various applications of RTI/PBIS within schools and individual classrooms, as well as an introduction to tier 1 academic instruction (core curriculum).

SPED 5701 Universal School-Wide PBIS (3)

This introduction to the concepts and processes of Positive Behavioral Interventions Supports (PBIS) will focus on school-wide implementation (tier 1 behavior). School-wide implementation includes understanding roles and functions of the PBIS Universal Team, action planning for sustainable practices, data collection systems and tools, and the process for aggregating and analyzing data for decision making and action planning. Additionally, this course will provide an overview of the elements of school, family and community partnerships in relation to PBIS implementation, with an emphasis on proactive systems change that involves district, school, classroom and individual student.

SPED 5702 Secondary Targeted Group Interventions (3)

Secondary Prevention is designed for use in schools where there are students who are at risk of chronic problem behavior, or academic challenges but for whom high intensity interventions are not essential. In this course, students will learn about different secondary prevention interventions (tier 2 academics and behavior), how to determine who needs secondary level interventions, how to implement them and how to measure progress, fidelity and social validity.

SPED 5703 Functional Behavior Assessment and Intervention (3)

This course is designed to introduce students the history of challenging behavior, the basis of functional behavior assessment (FBA) and its role in the intervention and prevention of challenging behavior. Further, the course provides a thorough coverage of (1) how to conduct an FBA through various assessment methods, (2) how to identify the function of challenging behaviors, and (3) how to develop behavioral interventions based on the identified behavioral function. **Prerequisite**: SPED 5700 or SPED 5901.

SPED 5704 Systems Leadership: Staff Development & Coaching (3)

The purpose of this class is to give the tools necessary to implement school-wide PBIS or any research-based classroom management practices through presentations and coaching. The role of the coach is to provide collaborative and non-evaluative communication and feedback to teachers by creating a positive climate and common purpose among teachers and students. Prospective coaches will learn the skills of active listening, pausing, paraphrasing, and asking meditative questions. Additionally, students will learn how to plan, implement, and evaluate staff development.

SPED 5800 Applied Research Methods (3)

This is an introductory course in educational research methodology. Basic concepts of measurement, experimental and quasi-experimental research design, strategies of qualitative and quantitative research, data collections and analysis, and basic statistical procedures are introduced. This course enables students to read, interpret, evaluate, and plan educational and psychological research. Students learn to write a research proposal and complete a request for approval from Webster University's Institutional Review Board (IRB). Must be completed with a grade of B or better.

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 5850 Single-Subject Research Design (3)

This is a graduate level course that is designed to provide an in-depth study of single-subject research design. It includes a comprehensive overview of behavioral measurement, different types of single-subject research design and methods of data analysis. It also explains how single-subject research design serves as a framework that enables educators, clinicians and researchers to (1) demonstrate a functional relation between interventions and changes in behaviors, and to (2) evaluate the effectiveness of behavioral interventions. Further, the course provides graduate students with an opportunity to design a hypothetical research project using single-subject research methodology. Must be completed with a grade of B or better. **Prerequisite**: SPED 5901 or SPED 5318.

SPED 5860 Psychology of the Exceptional Student (3)

This course focuses on students gaining an understanding of the abilities and disabilities of children who are commonly identified as exceptional or handicapped. Attention is given to the psychological and educational needs of these children and the instructional organization employed to meet such needs.

SPED 5880 Integrating Resources: Community, School, and Family (3)

This course is designed to help students identify changing family and community structures, patterns, and relationships. Students determine how these influence children and their educational needs. Methods of assessing family needs and interests, identifying and utilizing community resources, and responding to family needs through education and partnerships are addressed as well as models of consultation and case management in regard to children and families with special needs. They explore and simulate techniques for interacting with parents, and they examine collaboration strategies for interdisciplinary team efforts. Must be completed with a grade of B or better.

SPED 5890 Introduction to Applied Behavior Analysis (3)

This is a graduate-level course that provides a thorough introduction of applied behavior analysis (ABA) as (1) a science that has its deep root in the early work of Thorndyke, Hull, Pavlov, Watson and Skinner on respondent and operant conditioning, and as (2) a practice that uses behavioral technology to improve socially significant behaviors for individuals with disabilities as well as to understand any analyze human behaviors in general. This course serves as the first course in a series of seven BACB

verified courses for students in the special education (MA) with an emphasis in applied behavior analysis and the applied behavior analysis (advanced graduate certificate).

SPED 5900 Concepts and Principles of Behavior Analysis (3)

This is a graduate level course that is designed to assist students in developing an accurate understanding of the science of Behavior Analysis. Specifically, this course introduces (a) the basic concepts and principles underpinning Applied Behavior Analysis; (b) behavior measurements; (c) reinforcement and punishment; (d) schedules of reinforcement; (e) motivation operation; (f) stimulus control, and (g) functional behavior assessment.

SPED 5901 Behavior Change Procedures (3)

This graduate level course expands on the basic concepts and principles of Applied Behavior Analysis and covers the established behavior change procedures that have been used to (1) develop new behavior and (2) decrease behavior with non punishment methods. These procedures include imitation, shaping, chaining, extinction, antecedent-based interventions, differential reinforcement. Further, the course discusses how to use Skinner's analysis to teach verbal behavior, different contingency plans, self-management, and generalization and maintenance of behavior change. **Prerequisite**: SPED 5900.

SPED 5902 Supervision and Staff Performance (3)

This graduate level course is designed to provide students who are pursuing BCBA certification with the knowledge and skills required for effective supervision. Based on the BACB Supervisor Training task list, the course covers (1) the purpose of supervision; (2) features of supervision; (3) behavior skills training (BST); (4) performance feedback delivery; (5) supervision evaluation. Additionally, the course discusses how effective supervision could be helpful for making data-based decisions about the need for behavior intervention revision, and for providing ongoing services to individuals with disabilities. **Prerequisite**: SPED 5703.

SPED 5903 Ethics and Professional Issues in Applied Behavior Analysis (3)

This graduate level course covers the origins of ethical codes and specific issues in ethics related to professional conduct in applied behavior analysis. Specifically, the course discusses the responsibility of behavior analysts to clients (e.g., consent, confidentiality, conflict of interest), to behavior assessments and behavior change programs, to supervisees, to the ABA field and to society. The course content is based on the specific code listed in the Professional and Ethical Compliance Code for Behavior Analyst. This course serve as the last course in the series of seven courses for students in the special education (MA) with an emphasis in applied behavior analysis and the applied behavior analysis (advanced graduate certificate).Must be completed with a grade of B or better. **Prerequisite**: SPED 5902.

SPED 6000 Applied Field Research (1-6)

This course offers students an opportunity to engage in applied research and inquiry in order to evaluate and improve curriculum, instructional strategies and programs/services for students with disabilities. Students are encouraged to examine and reflect on typical evidence-based practices in the classroom or ones' work environment. Students may choose to conduct systematic field observations, action research, program evaluation, a behavior analytic intervention, and educational curriculum, or conduct a meta-analysis of research literature on a special education or ABA-related topic. Depending on the nature of the project, students may be required to submit a proposal the Webster University Institutional Review Board. Students are expected to work independently, with the guidance from the instructor of record and/or mentor. Students may register for a minimum of one credit, up to a maximum of six credits, depending on the extent and scope of the field research. Students considering graduate study at the doctoral level are encouraged to complete 6 credits of field research. Must be completed with a grade of B or better. **Prerequisite**: SPED 5800 or SPED 5850.

SPED 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. Must be completed with a grade of B or better. **Prerequisite**: SPED 5800.

SPSM - Space Systems

Course Descriptions

SPSM 5000 Space Environment (3)

This course is designed to provide students an overview of the concepts, terminology and math they will encounter in their Space Systems Operations Management degree Emphasis Area. It covers the space environment, including the ionosphere, the magnetosphere, radiation, human factors and limitations, solar effects, near-Earth and deep space operations, propulsion systems, satellite communications systems, spacecraft design, ground control and supporting infrastructures, manning, technical support, outsourcing, and large-scale long-term space operations. It also includes the orbital elements within the space environment and the broad range of parameters and constraints of navigation and operations in space are explored. Students are introduced to the mathematics of orbital mechanics and determination techniques, and learn how to calculate orbital parameters.

SPSM 5300 Remote Sensing Analysis Concepts and Geospatial Information System Technology (3)

Introduction and overview of satellite-based remote sensing including the evolution of national and international imagery policies and the growth of the commercial industry. Practical exposure to data types, imagery manipulation applications, software tools, and future technology developments is included.

SPSM 5310 Remote Sensing and Geospatial Information System Applications (3)

Commercial and civil applications such as homeland security, emergency management, forestry, urban planning, property assessment, natural resources management, utilities, etc., from business, marketing, and management standpoints are studied. Practical application, case study, and hands-on exercises using Webster University Space Lab resources and imagery products form a significant portion of the curriculum.

SPSM 5320 Remote Sensing and Geospatial Imagery Analysis (3)

Methods for deriving economic advantage and increasing resource management effectiveness through the use of remotely sensed imagery products are studied. Basic techniques for the analysis of imagery will be combined with hands-on use of current and evolving software applications and tools.

SPSM 5330 Geospatial Information System (GIS) Technologies (3)

Geospatial Information Systems (GIS) processes and their support of integrated applications, analysis, and resource

management methods are examined. Instruction includes practical application and hands-on exposure to current and evolving GIS manipulation software applications and tools available in the Webster University Space Lab.

SPSM 5340 GPS - Position Determination and Coordinate Applications (3)

This course focuses on the use of Global Positioning System (GPS) and gives the student hands-on experience with the space-based radio navigation system. This course examines current and future GPS applications that lend themselves to use in a variety of mapping, cartography, surveying, geological formation and resource location and identification. Students may explore basic navigation, map coordinate systems, differential GPS position determination and surveying applications and then integrate this knowledge with the remote sensing applications knowledge. **This course may not be used to substitute for SPSM 5800.**

SPSM 5360 Practical Research in Remote Sensing Analysis and Geospatial Information Systems (3)

Focused on federal, state, local municipality and commercial cartography and mapping projects using imagery as a base. This applications course will include practical lab instruction on the primary systems for Earth projection as well as basic cartography and topography skills. The course complements previous topics by providing a synthesis of the primary applications of remotely sensed data and GIS products. The student is expected to synthesize and integrate the learning experience acquired in the certificate program and to evaluate current relevant topics. Internships or practical research projects are considered appropriate for demonstration of student research in conjunction with the completion of this course. These projects may have a direct application relative to the student's current employment or professional development for future career advancement.

SPSM 5600 Space Systems Acquisition Law (3)

The law and legal processes associated with government acquisition and procurement are explored. An overview of government acquisitions and procurement management is presented, with particular attention given to the legal framework in which these activities must take place. The Federal Acquisition Regular (FAR) or the Uniform Commercial Code (UCC) may be specific areas addressed in this course. **Students who have completed PROC 5810 or PROC 5890 may not waive this course**.

SPSM 5650 Space Systems Contracting (3)

Students will be exposed to the major principles and concepts of the government contracting process, application of the Federal Acquisition Regulation (FAR), and integrating contracting activities into space systems acquisitions. Students examine the acquisition strategy development and contract definition processes, and the roles of the program manager and contracting officer. Contract types and application are presented with emphasis on: requirements/capabilities development; the Request for Proposals (RFP) process; awards; protests; dispute resolution; risk; and government contracting agencies' roles and responsibilities. Contractors; use of the Bid and Proposal (B&P) process, along with socio-economic and domestic preference policies, will be explored.

SPSM 5700 Space Commanding Systems (3)

This course is recommended only for space systems engineering and technical management track students due to the technical content and hands-on nature. This course provides hands-on commanding of spacecraft systems using an industry standard COTS software product. Students will be exposed to establishing commands and receiving and reading telemetry from (simulated) satellites. **Prerequisites**: Students should have a programming course, minimum BASIC or C++, as well as completion of SPSM 5740, prior to taking this course.

SPSM 5710 Space Communications Systems (3)

This course examines the technical aspects of satellite communication systems, including an extensive evaluation of space, ground and user segments. Topics include space communications design and performance analysis, design trade-offs, antenna design and performance, link equation, focused beam and power management, attenuation, modulation, scintillation, jamming and anti-jamming techniques, encoding and decoding, encryption and decryption, access, error detection and correction, frequency hopping, spread spectrum, CDMA, TDMA, FDMA and other access schemes. This course presents an in-depth analysis of current and future trends in satellite communication systems development and technologies such as Laser, Satellite-to-Satellite, Direct Broadcast, Global Cellular and WiFi support.

SPSM 5730 Space Operations Research (3)

Students examine modeling techniques that assist in the decision-making process of space operations. Linear, nonlinear, integer, and dynamic programming techniques applicable to space operations are among the deterministic mathematical methods explored.

SPSM 5740 Space Systems Orbital Mechanics (3)

Students examine the basic application of orbital maneuvers, ground traces, ballistic trajectories, mathematics associated with the solution of the two- or three-body problem, satellite stability and attitude control, and boost/re-entry dynamics and attitude control. The theory of basic navigation guidance and control, the dynamics of interplanetary travel, and the effects of space environment and debris are explored.

SPSM 5750 Space Systems Engineering (3)

Students examine a wide range of engineering issues and consider factors that affect spacecraft design. Topics include human factors engineering, logistics support, long-duration low-Earth and deep space operations, design trade-offs, risk identification, and mitigation techniques. Use of tele-robotics and interactive virtual environmental support systems, computer-based modeling and simulation tools, and other current engineering considerations are studied.

SPSM 5760 Space Bio-Astronautics (3)

Students examine the broad range of environmental stresses on the human element for short- and long-duration space travel, including psychological and physiological effects. Pressure, temperature, G-forces, and radiation are among the specific stresses considered. The extension of space operations and human survivability and considerations that affect spacecraft and spacesuit designs, are studied. Consumables such as food, water, breathable air, and fuel are addressed with respect to manned space travel.

SPSM 5770 Space Operations Management (3)

Students examine various operations issues such as launch facilities, Space Vehicle design and development, ground control infrastructure, and end user support operations. Manning, technical support, outsourcing and other issues impacting operations management are included. The International Space Station (ISS) may be used as a potential course topic for examining large-scale low-Earth operations. Long-term projects such as lunar and Mars missions are potential projects for research.

SPSM 5800 GPS Space Radio Navigation Systems (3)

This course focuses primarily on the Global Positioning System (GPS) and gives the student hands-on experience with a space-based radio navigation system. This course examines current and future GPS applications. Students will explore basic navigation, map coordinate systems, and then integrate this knowledge by understanding the GPS satellite navigation signal properties, capabilities and limitations. Differential GPS and Continuous Broadcast Service will be addressed. Additional information on other radio navigation systems may be included. **This course may not be used to substitute for SPSM 5340.**

SPSM 5900 Space Commercialization (3)

Students examine the early development of space operations from the first rocket and satellite launches; U.S. and international policies and their effect on space operations; orbit topologies and the impact they have on the space, ground and user segments. Current initiatives in the commercialization of space including: launch services; the NASA technology transfer programs; satellite communications - voice and data services, direct broadcast TV; remote sensing; radio navigation; mining, manufacturing and tourism. Examination of commercial space services, spaceports and the assessment of business risks associated with new start-ups and competing terrestrial services is integral. Included will be a review of the U.S. International Traffic in Arms Regulation (ITAR) and Export Administration Regulation (EAR) and the impact they have on U.S. space business competitiveness. Investments and incentives for commercial development of new space business ventures, as well as legal issues with areas such as geostationary rights, international sovereignty and claim of rights of off-world resource ownership, limitations of World Radio Frequency allocations, and a broad spectrum of current trends in commercial space operations will be explored.

SPSM 5910 Space Systems Integration (3)

Students examine those system engineering processes that facilitate the design, development, integration, manufacture, deployment, sustainment, and disposal of space systems. The course identifies those criteria needed to reduce risks and ensure that performance integrity, compatibility, testing, and validation of functional and physical requirements are met. Aspects of the Program Management Institute (PMI®), Government Extension to the Program Management Book of Knowledge (PMBOK®) may be addressed.

SPSM 5930 Space Systems Law and Policy (3)

Students examine national and international efforts to establish space policies, laws, and treaties. The policy positions of the United States, as defined by presidential administrations, and other nations' positions will be included. The development of future national space priorities and their impact on national and international space law and policy will be discussed. The workings of the UN Committee on Peaceful Uses of Outer Space (COPUOS) to establish international treaties, work legal aspects of outer space law through the complexity of interrelationships of those countries, companies and agencies involved with major space systems worldwide will be examined. Upcoming issues related to the expansion of mankind’s presence beyond Earth and impacts to existing treaties may be included.

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 engage and communicate with stake holders, plan, organize, coordinate, and direct the efforts of functional staff, other technical, and project groups in accomplishing the objectives of space system programs and projects. Project cost and personal work estimating are included. Relevant aspects of the Program Management Institute (PMI®), Program Management Book of Knowledge (PMBOK®) may be addressed.

SPSM 5990 Issues in Space Operations (3)

Current, timely and significant issues in space operations are examined. The course focuses on existing and proposed theories and practices, with emphasis given to new and emerging topics in the field. Significant or advanced topics may be addressed in these issues courses. May be repeated for credit if content differs.

SPSM 6000 Practical Research in Space Operations (3)

The student is expected to synthesize and integrate the learning experiences acquired in space operations and to evaluate current topics relative to this major. 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. **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).

STCM - Strategic Communications

Course Descriptions

STCM 5210 Digital Media Strategy (3)

This course explores the dynamic field of Digital Media Strategy, and how advanced organizations leverage online tools to build and maintain integrated communication strategies with internal and/or external audiences. Students will learn to maximize engagement with target audiences through case studies, real-life examples, readings, and expert videos. The course covers target audience identification, selection of appropriate online platforms, constructing message strategies, setting and measuring key performance indicators and continuous learning from past executions to advance the next.

STCM 5250 Analytics for Strategic Communications (3)

This class is designed to provide students with a comprehensive understanding of communication analytics in the context of the digital age. The course will explore various tools and techniques used in analyzing consumer behavior, engagement and persuasive communication with a focus on digital marketing strategies. Students will gain practical skills in utilizing analytics tools such as Google Analytics, understanding the intricacies of search engine optimization (SEO), search advertising, and leveraging data analytics for effective communication strategies.

STCM 5260 Visual Storytelling for Strategic Communications (3)

This course explores the art and science of visual storytelling as a powerful tool in strategic communications. Students will learn the principles of effective storytelling through visual mediums,

including photography, videography, and graphic design. Emphasis will be placed on understanding the role of visuals in conveying compelling narratives that align with organizational goals and messaging strategies.

SUMA - Sustainability Management

Course Descriptions

SUMA 5000 Introduction to Sustainability (3)

In this course, students will examine sustainability from different perspectives and explore the complicated relationships in our natural, social and economic systems. In addition, students are required to delve into the different challenges faced by various organizations and analyze the changes needed to incorporate sustainability into business development. Via case studies, students will acquire the knowledge and skills needed to initiate and facilitate the transition towards a sustainable future.

SUMA 5100 Sustainability Leadership for People, Planet, and Profit (3)

The course introduces sustainability leadership and a new way to measure organizational success using the triple bottom line (people, planet, profit). The main section of the course covers the strategic leadership competencies and processes required to lead organizations for sustainable development. The similarities and differences between the leadership of sustainability in existing businesses versus start-ups will be explored, as well as pivotal leadership communication about sustainability as a value creation model. **Prerequisite**: SUMA 5000.

SUMA 5200 Sustainable Design & Operations Management (3)

This course provides participants with frameworks and methods to design and operate sustainable product service systems. While acquiring theoretical knowledge, the students will practice the new dictionary into real-world design and operations management in class. They are challenged to propose sustainability improvements in common supply and service network cases and to evaluate different sustainability solutions from the industry perspective. **Prerequisite**: SUMA 5000.

SUMA 5300 Sustainability Strategy and Decision Making (3)

Sustainability has become a critical factor in modern strategy and decision-making as organizations navigate local and global policies addressing climate change. The course is focused on strategic thinking and considers how, in line with global targets, strategies are developed for (i) organizations transitioning towards climate neutrality and (ii) start-up organizations seeking business opportunities in sustainable development. **Prerequisite**: SUMA 5000.

SUMA 5400 Circular Economy (3)

The circular economy model aims to replace the traditional linear economy model, which follows a take-make-waste approach, with a circular model that promotes a more sustainable, resilient, and efficient use of resources. Transition towards a circular economy is one of the greatest challenges in creating a more sustainable society. Students in this course will learn about the theoretical concept of the circular economy and explore real life examples of circular businesses. Students will also examine the difference between circular economy and other sustainable concepts (such as doughnut economics and biobased economy). **Prerequisite**: SUMA 5000.

SUMA 5500 Law and Governance for Sustainability (3)

This course aims to provide an overview of laws and regulations on sustainability that impact today's global business environment. Students are required to analyze the regulatory framework on corporate governance to assess how companies can incorporate sustainability into business development. The course places a strong focus on EU laws and regulations, including EU environmental regulations and the newly introduced Corporate Sustainability Reporting Directive (CSDR). **Prerequisite**: SUMA 5000.

SUMA 6100 ESG Practices in the Market (3)

This course introduces sustainable investing by integrating environmental, social, and governance factors in equity investment risk-return considerations for institutional investors. The main objective is to distinguish each of those sustainability factors and appraise their relationships with investment opportunities. This objective also includes understanding stakeholders' demands to enhance sustainability credentials, including the current developments in government regulations on sustainable investing. **Prerequisite**: SUMA 5000, BUSN 5200.

SUMA 6200 Sustainability in Action (3)

How do we know whether a company is indeed contributing to sustainable development? In this course, students will learn to measure and audit the sustainability performance of an organization and benchmark it against industrial leaders or/and competitors. The course will focus on sustainability measurement to critically evaluate a company's sustainability performance. It also highlights the importance of auditing and benchmarking a company's sustainability performance to adjust its sustainable development goals and business strategies. **Prerequisite**: SUMA 5000, SUMA 5100, SUMA 5200, SUMA 5300, SUMA 5400, SUMA 5500, SUMA 6100, ENMG 6120, MNGT 5990, BUSN 5200.

TDEV - Talent Development and Training

Course Descriptions

TDEV 5000 Introduction to Talent Development (3)

Students are introduced to the field of talent development as a personal and professional practice within organizations. Students examine core areas of talent development such as competencies, key definitions, practices, and policies. Characteristics and practices of effective talent development strategy as well as individual capacity-building are explored. Areas that will be investigated include Learning Sciences, Instructional Design, Training and Delivery Facilitation, Technology Application, Knowledge Management, Career and Leadership Development, Coaching, and Training Impact Evaluation.

TDEV 5500 Talent and Career Development (3)

This course introduces students to current ideas about how organizations and individuals manage talent and career development. Students learn and apply procedures, policies, and models that are successful for individual career development. Students examine the ways in which career management functions as an important personal and business development process. A strategy through which individuals and teams jointly negotiate and shape talent growth to meet organizational needs. **Prerequisite**: TDEV 5000.

TDEV 5700 Coaching for Performance Improvement (3)

Students examine their own performance as trainers and facilitators with a view towards coaching others in talent development. Using personal and professional coaching frameworks, students review their performance as well as that of others in order to direct skill improvements. Learning to examine, describe and highlight professional facilitation skills in a structured way is a key capability in this course. Students will apply technology tools such as AI, simulation applications and role-play in the refinement of their coaching performance.

TDEV 5800 Applied Research in Talent Development (3)

Students create a research plan to understand individual and work-team needs for ongoing talent development. Students learn to apply organizational and business needs when planning for talent development. This course introduces students to Design Based Research for investigating talent development needs and organizational capacity. Research methodologies such as descriptive and inferential statistics, research principles will be explored. Students learn and apply sampling designs, survey methodologies, as well as experimental and quasi-experimental designs. The course also introduces students to other assessment methods used in training and development, such as learning assessments, performance evaluations, and program evaluation.

TDEV 6000 Talent Development Capstone Project (3)

Students apply their talent development knowledge skills and capabilities in an organizational setting. As a capstone course, students integrate their personal and professional competencies in developing a short program or intervention within an organization. This capstone course is a practical experience designed to facilitate application of professional skills and personal capabilities in the field of talent development. Core topics such as assessment, evaluation and ongoing development are highlighted. Students focus on arriving at creative solutions for talent development problems as well as documenting their capabilities as professionals in the field. **Prerequisite**: TDEV 5000, TDEV 5500.

TESL - Teaching English as a Second Language

Course Descriptions

TESL 5030 Linguistics for Language Learning and Teaching (3)

This course provides an overview of the field of linguistics and many of its subfields, including phonetics and phonology, morphology, syntax, pragmatics, historical linguistics, corpus linguistics and conversation/discourse analysis. More attention will be paid to applied linguistics (in contrast to descriptive linguistics) with a focus on linguistic knowledge that supports language learning and instruction. Students will prepare instructional materials based on linguistic concepts.

TESL 5040 Practicum in English Language Classrooms (1-3)

The practicum is a culminating experience that provides students an opportunity to demonstrate proficiency in prior TESL coursework through classroom experience and development of instructional materials. Students submit a unit portfolio of annotated lesson plans that demonstrate skills in lesson plan development, selection of strategies and materials and language assessment practices that can meet the needs of diverse learners in today's classrooms. May be taken for 1 to 3 credit hours near the end of the program. The Practicum requirement for the program (a total of 90 hours) may be completed with 3 credit hours of TESL 5040 or in combination with TESL 5041 and TESL 5042 for a total of 3 credits. **Prerequisite**: Candidacy.

TESL 5041 Tutoring of English (1)

Tutoring of English may be taken to fulfill 30 hours (1 credit) toward the 90-hour (3 credit) program requirement for Practicum. This option is designed to be taken earlier in the program concurrent with one or more TESL courses. Students will log a total of 30 hours of tutoring (in person or virtual), write a two-to-three page reflection, and prepare at least three annotated tutoring worksheets or activities (original or modified). In order to fulfill the program requirement in Practicum, students who take TESL 5041 must complete another 2 credits through completion of 2 credits in TESL 5040 or 1 credit in TESL 5042 and 1 credit in TESL 5040.

TESL 5042 Initial Practicum in English Language Classrooms (1)

Initial Practicum in English Classrooms may be taken to fulfill 30 hours (1 credit) toward the 90-hour (3 credit) program requirement for Practicum. This option is designed to be taken in the middle of the program concurrent with one or more TESL courses. Students will log a total of 30 hours observing an English language or ELL-designated classroom, write a two-to-three page reflection, and prepare at least one annotated "shadow" lesson plan. In order to fulfill the program requirement in Practicum, students who take TESL 5042 must complete another 2 credits through completion of 2 credits in TESL 5040 or 1 credit in TESL 5041 and 1 credit in TESL 5040.

TESL 5139 Instructional Methods for Language Classrooms (3)

This course provides an overview of instructional methods for more effective language classrooms with a focus on the "four skills" of reading, writing, listening and speaking, the use of authentic materials and the integration of technology. Students will explore a wide range of methods and approaches of language teaching (e.g., Grammar-Translation Method, Audio-Lingual Method, Communicative Language Teaching). Students will develop a set of activities that are informed by these methods and approaches for the purposes of integrating different language skills into their instructional materials.

TESL 5220 Lesson Planning and Curriculum Development for Language Classrooms (3)

This course explores the literature on lesson plan development, curriculum development and syllabus design, including the alignment of instruction to standards and objectives. Students will focus on lesson plan development and ways to differentiate instruction for diverse learners in the same classroom. Course assessments will focus on conducting a needs assessment, developing content and language objectives, and preparing an annotated lesson plan to make explicit their instructional planning decisions.

TESL 5230 Theories of Foreign and Second Language Acquisition (3)

This course explores theories and perspectives of foreign and second language acquisition. Students will analyze and compare first and second language learning and acquisition along with recent theories on multilingual learners and translanguaging. Students will examine the identities of individual and groups of learners to explore how identity impacts language acquisition.

TESL 5311 Language Assessment (3)

This course explores a range of language assessment practices, theories and constructs. Assessment techniques, practices and procedures are discussed in terms of test validity and reliability, in addition to formative and summative assessment practices. Students will become familiar with various existing assessments and frameworks (e.g., CEFR, IELTS, TOEFL, WIDA) and ways to develop in-house instruments that assess language skills and competencies. Special attention will be paid to assessing specific language skills, developing rubrics, and aligning assessments to language objectives.

TESL 5350 Sociolinguistics (3)

This course explores various factors of language variation (location, culture, gender, race, ethnicity, sexual orientation, gender identity, social class, etc.) and how the attitudes of language speakers lead to concepts such as “standard” and “non-standard.” This course will also examine individual and societal multilingualism (such as diglossia, codeswitching, and translanguaging). The Sociolinguistics course serves as the reading- and writing-intensive course in the TESOL program, with a stronger focus on graduate-level academic writing.

TESL 5710 Teaching English Grammar (3)

This course will focus on using published materials to explore English grammar topics and develop original instructional materials. Students will explore various English grammar structures and develop their own materials to meet the needs of English learners. Course topics will include the distinction between meaning-focused and form-focused instruction, explicit and implicit grammar instruction, and methods to promote noticing of grammar structures.

TESL 5730 Materials Development for Language Classrooms (3)

This course focuses on the instructional materials used in language classrooms. Students will evaluate and modify existing materials (e.g., textbook activities) and develop their own original materials following recommendations from published sources on materials development. Materials development will include traditional worksheets, innovative uses of technology, and the use of authentic texts. Students will prepare a portfolio that shows a range of skills in materials development and the ability to address specific language skills.

TESL 5740 Teaching English for Academic Purposes (3)

This course explores important aspects of academic English —the English that teachers need to model and will often be expected to teach. Students will focus on plagiarism prevention, summary writing, APA citation style and integrating sources into academic writing. Through activities and assessments, students will develop materials that they can use in English classrooms that will explain features of academic writing and promote noticing of these features.

TESL 5750 Special Institute in TESOL (3)

Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the teaching English to speakers of other languages. Detailed current information appears in the specific semester course offerings. May be repeated for credit if content differs.

TESL 5760 Teaching English for Specific Purposes (3)

In order to prepare teacher candidates to meet the needs of English learners in varied contexts (content classrooms, business English, scientific writing and research, high-stakes testing preparation, etc.), this course in Teaching English for Specific Purposes (ESP) is designed to prepare teacher candidates to conduct needs analysis, develop innovative lessons and courses, design needs-focused materials and respond dynamically to meet the needs of varied ESP learners.

TESL 6250 Thesis (3)

The student completes a thesis project under faculty supervision. The thesis option is recommended for those considering graduate study at a doctoral level. All theses must follow university guidelines and be deposited at the Webster University library. All teaching English to speakers of other languages theses must follow both university guidelines and the additional specific guidelines for teaching English to speakers of other languages. The student pursuing the thesis option initially registers for a minimum of 3 credit hours, and subsequently maintains a minimum enrollment of 3 hours until the thesis is completed. Most students need more than one semester to finish the thesis. A maximum of 12 credit hours may be applied toward the graduate degree, with appropriate approvals. Credit for the thesis and thesis project is awarded in a non-letter grade format (Credit/No Credit). **Prerequisite**: Permission from the director of the TESOL program is required. **Co-requisite**: TESL 6900.

TESL 6900 University Thesis Requirement (0)

Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the Webster University library. Recognizes successful completion of all the thesis requirements. **Prerequisite**: Permission from the director of the TESOL program. **Co-requisite**: TESL 6250.

WSBT - Walker School

Course Descriptions

WSBT 5000 Career Success for the 21st Century (1)

This unique course will provide students with a foundation in career management, with a focus on discovery and personal branding, to enable the development of a personalized career action plan. This course is appropriate to students who are starting a new career, changing careers or wishing to advance in their current career field or with their current employer.

Requisites: The student must have completed 12 graduate credit hours from Webster University, or be a Webster alumnus who enrolls in the course as a non-degree seeking student.